



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



TOURISM

TORPP501

PROMOTING TOUR PACKAGE

TRAINER'S MANUAL

April 2025

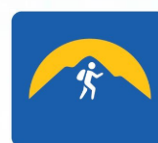


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LIST OF ABBREVIATIONS AND ACRONYMS

4 P's: Product, Price, Place and Promotion

ADAMS: Accessible, Differentiable, Actionable, Measurable, Substantial

CBET: Competence Based Education and Training

DMA: Destination Management Areas

DMA: Destination Management Area

DMO'S: Destination Marketing Organization

DRC: Democratic Republic of Congo

GDS: Global Distribution Systems

KPIs: Key Performance Indicators

OTAs: Online Travel Agencies

PESTEL: Political, Economic, Socio-Cultural, Technological, Environmental, And Legal

PPC: Pay-Per-Click

RDB: Rwanda Development Board

ROI: Return On Investment

RQF: Rwanda Qualification Framework

RTB: Rwanda TVET Board

SEM: Search Engine Marketing

SEO: Search engine optimization

SWOT: strengths, weaknesses, opportunities, and threats.

TVET: Technical and Vocational Education and Training

USP: Unique Selling Proposition

UVP: Unique Value Proposition

VIP: Very Important Person

VR/AR: Virtual and Augmented Reality

INTRODUCTION

This trainer manual encompasses all methodologies necessary to guide you to properly deliver the module titled: Promote tour package. Trainees undertaking this module shall be exposed with practical activities that will develop and nurture their competences, the writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing enough practical opportunities reflecting real life situations.

The trainer manual is subdivided into Learning outcomes, each outcome has got various topics, you will start guiding a self-assessment exercise to help trainees rate themselves on their level of skills, knowledge, and attitudes about the unit.

The trainer manual will give you the information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help trainees discover what they already know about the unit.

This manual will give you tips, methodologies, and techniques about how to facilitate trainees to undertake different activities as proposed in their trainee manuals. The activities in this training manual are prepared such that they give opportunities to trainees to work individually and in groups.

After going through all activities, you shall help trainees to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify strength, weaknesses, and areas for improvements.

Remind them to read point to remember section which provide the overall key points and take ways of the unit.

TORPP501- PROMOTE TOUR PACKAGE

Learning outcomes	Learning Hours	Topics
Learning outcome 1: Identify tourism market demand	10	Gathering of tourism market demand information
		Market Segmentation process
		Market Segmentation process
		Application of product positioning
Learning outcome 2: Describe consumer behavior	10	Identification of the types of Consumer Behavior
		Description of Consumer buying process
Learning outcome 3: Select distribution strategies	20	Identification of the types of distribution channels
		Implementation of distribution strategies
L.O 4 Conduct promotional activities	20	Assessment of marketing mix
		Assessment of the marketing environment
		Application of promotional tools
		Application of marketing innovations

LEARNING OUTCOME 1: IDENTIFY TOURISM MARKET DEMAND



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit Illustration (in their Trainee's Manuals). ask trainees to answer the questions in their trainee's manual. Guide trainees as they are giving answers. Based on the illustration,
 - a) What does the illustration present?
 - b) What topics do they think this learning outcome should cover?
2. After the discussion, inform trainees that this unit is intended to provide them with knowledge, skills and attitudes to identifying tourism market demand. They will cover topics such as gathering tourism market demand information, identifying the market Segmentation process, Selecting Target Markets and applying product positioning while complying with tourism industry.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the types of tourism market demand	1. Classify the types of tourism market demand	1. Demonstrate team spirit while working with others
2. Describe the types of Market Segmentation	2. Apply market segmentation	2. Comply with safety precautions at the workplace
3. Identify the steps for Market Targeting	3. Select Target Markets	3. Pay attention to details
4. Identify the elements of product positioning	4. Identify the Product Positioning	4. While classifying the event guests
		5. Pay attention to details
		6. While building event agenda proposal



Steps:



Discovery activity



Task 1

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the task provided in discovery activity, it is related to identification of tourism market demand,

and answer to the question in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are given.

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, guide trainees to share their answers to the class. Encourage all trainees to give their views.
3. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce Topic 1.1: Gathering of tourism market demand information.

Topic 1.1: Gathering of tourism market demand information

Objectives:

By the end of the topic, trainees will be able to:



- a. Define clearly the concepts of tourism market demand as used in promoting Tour Packages
- b. Differentiate properly the types of tourism market demand as used in promoting tour Packages
- c. Gather correctly the tourism market demand information as per tourism data collection guidelines



Time Required: 3 hours



Learning Methodology: Group discussion, Brainstorming and Demonstration.



Materials, Tools and Equipment Needed: flipcharts, badges, brochures, Papers, pens, markers, pins, post it, ...)

Preparation:



- ☐ Prepare the workshop for promoting tour Packages
- ☐ Organize field/site visit related to Promote Tour Packages
- ☐ Avail all material required for Promote Tour Packages

Cross Cutting Issues:



- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusiveness while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all
- ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment in Promoting Tour Packages
- ✓ Promote standardization of culture among trainees through realizing the need/importance of selecting standards tools and equipment



Activity 1: Problem-Solving



Task 2

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions, guide trainees to answer the questions provided under task related to the Gathering of tourism market demand information in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, guide trainees to share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 3

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to carry out the activities provided under task in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. While trainees are still performing the task, use this opportunity to discuss or address cross-cutting issues that may arise such as gender, inclusivity, financial education

among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, guide trainees to share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key Facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 4

1. Explain to trainees that the following task links them to the world of work. Ask them to choose one facility in the school neighborhood, fix an appointment with technician, ask permission to assist him/her for that particular day and upon completion, elaborate a short report preferably one-half page on experience they will have gained on workplace exposure.
2. Using an appropriate methodology such as individual work, pairs or small groups trainees perform the task and guide them on how they can proceed by selecting the method for data correction on market demand as well as the process of correcting market demand information that they will need to work on the following tasks:
 - a) Select appropriate method for data correction
 - b) Develop data correction tools
 - c) Gather all information related to tourism preferences, expectations, and behaviors.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do in the workplace. Then they can compare best practices and limitations in the workplace. You can also ask them to go to another facility to compare practices

4. Tell trainees that each one will share his/her experience gained from the workplace with the rest of the class
5. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist

Indicators	Element	Yes/Not	Observation
Method for data collection	Qualitative method for data collection is selected		
	Quantitative method for data collection is selected		
Data collection tools	Interviews for data collection tools are developed		
	Surveys and Questionnaires for data collection tools are developed		
	Focus Groups for data collection tools are developed		
Gathering of tourism market demand information	Types of tourism market demand are identified		
	Steps of gathering tourism market demand information are implemented		

Topic 1.2: Market Segmentation

	Objectives: By the end of the topic, trainees will be able to: - Identify correctly the types of Market Segmentation as used in tourism industry - Describe properly the market Segmentation Process as used in tourism industry - Identify correctly the criteria for Successful Segmentation as used in tourism industry
	Time Required: 7 hours
	Learning Methodology: Group discussion, Brainstorming, Open question and answers, and Demonstration.
	Materials Needed: Flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it
	Preparation: ☐ Preparation of workshop for Market Segmentation ☐ Organize field site visit related to Market Segmentation Process ☐ Available material for Market Segmentation
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusiveness while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization of culture among trainees through realizing the need/importance of selecting standards materials
	Prerequisites: ✓ Organize tour package



Activity 1: Problem-Solving



Task 5

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions, asking trainees to guide them on answering the question provided in Task. Make sure the instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, guide trainees to share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to Key facts and discuss them together while harmonizing the responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 6

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to carry out the activities provided in their Trainee's Manuals about market segmentation. Make sure the instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.

3. While trainees are still performing the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, standardization of culture, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, guide trainees to share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.



Activity 3: Application



Task 7

1. Using an appropriate methodology such as individual work, pairs or small groups guide trainees to perform the task on conduct a market segmentation and make a report on the following:
 - a. Gather all information related to tourists' preferences, expectations, and behaviours
 - b. Select appropriate basis for market segmentation
 - c. Conduct market segmentation
2. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do in the workplace. Then they can compare best practices and limitations in the workplace. You can also ask them to go to another facility to compare practices
3. Tell trainees that each one will share his/her experience gained from the workplace with the rest of the class
4. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Here is the checklist for marking the work done

Checklist

Indicators	Element	Yes/Not	Observation
Types of Market Segmentation	Demographic Segmentation is identified		
	Geographic Segmentation is identified		
Market Segmentation Process	Market and Objectives are defined		
	Market is segmented		
	Target Segments are Evaluated and Selected		
Criteria for Successful Segmentation	Criteria for Successful Segmentation are described		

Topic 1.3: Selection of Target Markets

	Objectives: By the end of the topic, trainees will be able to: - Define correctly the term “target market” as used in tourism industry - Describe properly the approaches for selecting target markets as used in tourism industry - Identify correctly the steps for market targeting as used in tourism industry
	Time Required: 7 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chinks, brochures, Papers, pens, markers, pins, post it

	Preparation: ☐ Preparation of workshop for selecting target Markets ☐ Organizing field site visit related to select target markets ☐ Available material for Selecting target Markets
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusiveness while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization culture among trainees through realizing the need/importance of selecting standards materials
	Prerequisites: ✓ Organize tour package



Activity 1: Problem Solving



Task 7

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to Selection of Target Markets provided topic in their Trainee's Manuals and answer the questions that follow. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.

3. After the sharing session, refer trainees to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 8

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario provided in their Trainee's Manuals about the selection of target market. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. The presentations should be guided by the following:
 - a) Identify the factors to consider for selecting the target market for the product
 - b) Select the target market which travel agency might consider
5. Write their responses for reference. Encourage all trainees to give their views.
6. After the sharing session, harmonize trainees' responses by referring to Key Facts



Activity 3: Application.



Task

1. Using an appropriate methodology such as individual work, pairs or small groups, trainees analyze the visit as recommended in the trainee's manuals and make a report of the task. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations.
3. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist

Indicators	Element	Yes/Not	Observation
Approaches for selecting target markets	Factors to consider while targeting a market are identified		
	Market research is conducted		
	Market Segmentation is applied		
	SWOT Analysis is conducted		
Steps for Market Targeting	Criteria to Measure Market Attractiveness is Established		
	Market Attractiveness is Evaluated		
	Each Potential Segment is Assessed		

Topic 1.4: Application of product positioning

	Objectives: By the end of the topic, trainees will be able to: - Define correctly the term “product positioning” as used in tourism industry - Identify properly the steps in product positioning as used in tourism industry - Describe correctly the elements of product positioning as used in tourism industry - Apply effectively the techniques of product positioning as used in tourism industry
	Time Required: 7 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Flipcharts, badges, brochures, papers, pens, markers, pins, post it
	Preparation: ☐ Preparation of workshop for Application of product positioning ☐ Organize field site visit related to application of product positioning ☐ Available material for application of product positioning
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusiveness while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization culture among trainees through realizing the need/importance of selecting standards materials
	Prerequisites: ✓ Organize tour package



Activity 1: Problem Solving



Task 12

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the pictures on product positioning, read the scenario and answer the questions that follow based on their experience and research on application of product positioning, in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to Key Facts and discuss them together while harmonizing the responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 13

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to apply product positioning and answer the questions that follow about the application of product positioning in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.

3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, environment sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
5. After the sharing session, harmonize trainees' responses by referring to Key Facts and discuss them together while answering any questions they might have.



Activity 3: Application



Task 14

1. Using an appropriate methodology such as individual work, pairs or small groups, the trainer organizes a field visit for the trainees about product positioning as in their trainee manual. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Trainees should make a report about the positioning of the Eco-tourism resort
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist

Indicators	Element	Yes/Not	Observation
Steps in product positioning	Factors to consider regarding positioning the product are identified		

Indicators	Element	Yes/Not	Observation
	Unique Attributes are identified		
	Positioning Strategy is defined		
Elements of product positioning	Target Audience is identified		
	Branding and Messaging is identified		
	Communication Strategy is identified		
Techniques of product positioning	Value-Based Positioning is applied		
	Differentiation Positioning is applied		
	User-Based Positioning is applied		



Formative Assessment

- I. Read the following statement, they are related with identification of tourism market demand, answer by circling the correct answer
- What is the primary purpose of gathering tourism market demand information?
 - To identify potential competitors.
 - To understand the needs and preferences of potential visitors.
 - To determine the best marketing channels to use.
 - To forecast future economic trends.

Answer: B To understand the needs and preferences of potential visitors.

2. Which type of demand refers to people who are currently not using tourism products but have the potential to do so in the future?

- A. Effective Demand
- B. Potential Demand
- C. Deferred Demand
- D. Suppressed Demand

Answer: B. Potential Demand.

3. Which type of demand refers to the future need for tourism products, which may fluctuate based on changing lifestyles?

- A. Effective Demand
- B. Potential Demand
- C. Deferred Demand
- D. Future Demand

Answer: B. Potential Demand

4. Fill the empty space in the paragraph below by the words in parenthesis: (**Demographic, Psychographic, Behavioral, Geographic**)

Dividing a market based on factors like age, gender, income, and occupation is called _____ segmentation. Segmenting a market based on personality traits, lifestyle, and values is known as _____ segmentation. Grouping customers based on their buying behaviors, such as brand loyalty or usage rate, is called _____ segmentation. Dividing a market based on geographic location, such as country, region, or city, is called _____ segmentation.

Answer:

Dividing a market based on factors like age, gender, income, and occupation is called **Demographic** segmentation. Segmenting a market based on personality traits, lifestyle, and values is known as **Psychographic** segmentation. Grouping customers based on their buying behaviors, such as brand loyalty or usage rate, is called **Behavioral** segmentation. Dividing a

market based on geographic location, such as country, region, or city, is called **Geographic** segmentation.

5. Read the scenario and perform the task follow:

Rwanda, known for its remarkable recovery and stunning natural beauty, aims to significantly increase its tourism revenue within the next five years. To achieve this goal, the Rwanda Development Board (RDB) needs to understand the evolving tourism market demand and tailor its strategies accordingly.

- a) Gather tourism market demand information
- b) Conduct the market Segmentation process
- c) Select Target Markets
- d) Conduct product positioning

Answer:

Checklist for Assessing Tourism Market Demand

Indicators	Element	Yes/No/N/A	Comments
Tourism market demand information is well Gathered	Types of tourism market demand is identified		
	Steps of gathering tourism market demand information are respected		
Market is properly Segmented	Types of Market Segmentation is considered		
	Market Segmentation Process is applied		
	Criteria for Successful Segmentation are considered		
Target Market is accurately Selected	Approaches for selecting Target Markets are applied		

Indicators	Element	Yes/No/N/A	Comments
	Steps for Market Targeting are respected		
Product is properly positioned	Steps in Product Positioning are respected		
	Elements of product positioning are mentioned		
	Techniques of Product positioning are applied		



Points to Remember

- Clearly identify the specific group of travelers you want to attract. Consider factors like age, income level, interests, and travel preferences.
- Conduct research to understand what motivates your target market to travel, what they seek in a destination, and what their budget constraints are
- Choose relevant factors to divide your overall market into smaller segments. Common segmentation bases include demographics (age, gender, income), psychographics (lifestyle, interests, values), behavioral (usage rate, brand loyalty), and geographic (location, climate).
- Choose the most promising segments that align with your business goals and resources. Prioritize segments with high growth potential, profitability, and accessibility.
- Develop a clear and compelling USP that differentiates your product from competitors. Highlight what makes your product unique and valuable.

 Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Further Information for the Trainer

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LEARNING OUTCOME 2: DESCRIBE CONSUMER BEHAVIOR



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a) What does the illustration show?
 - b) What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform trainees that this unit is intended to provide them with the knowledge, skills and attitudes to describe consumer behaviour. They will cover the Description of Rwanda geographical features.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
4. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
5. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
6. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
7. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
8. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the types of consumer Behaviour	1. Classify the types of consumer Behaviour	1. Demonstrate team spirit while working with others
2. Describe the factors determining Consumer Behavior	2. Identify buying motives	2. Comply with national and international standards during work execution
3. Identify the stages of buying decision process	3. Describe the Stages of buying decision process	3. Take responsibility for detailed activities



Steps:



Discovery activity



Task 1

1. Individually or in group, let trainees, read the scenario under Topic 2.1 and guide them to do tasks that follow.
2. Using an appropriate methodology such as pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience on work area preparation and illustrations and provide answers to the questions that follow under task in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are given.

3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to give their views.
4. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. Introduce Topic 2.1: Identification of Consumer Behavior

Topic 2.1: Identification of the Consumer Behaviour

	Objectives: At the end of the topic, trainees will be able to: a) Identify correctly the types of consumer behavior for promoting tour package b) Explain properly the characteristics of consumer behavior for promoting tour packages c) Identify correctly the types of buying motives for promoting tour package d) Describe properly the factors determining consumer behavior for promoting tour package
	Time Required: 7 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chinks, brochures, Papers, pens, markers, pins, post it
	Preparation: ☐ Preparation of workshop for identification of Consumer Behavior ☐ organize study trip for Identification of the Consumer Behavior ☐ Available material for Identification of the Consumer Behavior

Cross Cutting Issues:

- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusiveness while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all
- ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Promote standardization of culture among trainees through realizing the need/importance of selecting standards materials

Prerequisites:

- ✓ Organize tour package

**Activity 1: Problem Solving****Task 9**

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions that follow based on their experience or research on the Identification of the Consumer Behavior in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they might have.



Activity 2: Guided Practice



Task 10

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to perform the tasks provided under task in their Trainee's Manuals. Make sure the instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the tasks, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. After the sharing session, harmonize trainees' responses by referring to Key facts and discuss them together while answering any questions they have.



Activity 3: Application



Task 11

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the Trainee's Manuals and carry out the tasks. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used and work on the following questions:
 - a) Categorize the tourist based on type of consumer behavior
 - b) Classify them based on their buying motives.

2. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist

Indicators	Element	Yes/Not	Observation
The factors influencing Consumer Behavior are identified	The internal factors influencing Consumer Behavior are determined.		
	The external factors influencing Consumer Behavior determined.		
	Characteristics of consumer behavior are described		
	Types of buying motives are identified		
	Factors determining consumer behavior are identified		

Topic 2.2: Description of Consumer buying process

Objectives: By the end of the topic, trainees will be able to:	
	a. Identify correctly the process of taking decision of buying product in tourism industry b. Describe properly the process of taking decision of buying product in tourism industry
	Time Required: 7 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.



Materials Needed: Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it

Preparation:



- ☐ Preparation of workshop
- ☐ organize field site visit related to identify the process of taking decision of buying product

Cross Cutting Issues:



- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusiveness while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all
- ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Promote standardization of culture among trainees through realizing the need/importance of selecting standards materials

Prerequisites:



- ✓ Organize tour package



Activity 1: Problem Solving



Task 12

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions, guide trainees to analyze the pictures on the process of taking decision of buying product, read the scenario and answer the questions in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to Key Facts and discuss them together while harmonizing the responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 13

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to use their experience and observations for the process of making decisions of buying products, tools and equipment and answer the questions that follow under task in their Trainee's Manuals. Make sure the instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, environment sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
5. After the sharing session, harmonize trainees' responses by referring to Key Facts and discuss them together while answering any questions they might have.



Activity 3: Application



Task 14

1. Using an appropriate methodology such as individual work, pairs or small groups, ask the trainees to analyze the scenario provided in the trainee's manuals and perform the process of taking decisions of buying product. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for identifying the process of taking decision of buying product.

Checklist

Indicators	Element	Yes/Not	Observation
The Consumer buying process are described	Need Recognition is described		
	An Information Search is conducted		
	Evaluation of Alternatives is conducted		
	Purchase Decision is made		
	Post-Purchase Behavior is evaluated		



Formative Assessment

1. "Why is understanding consumer behavior important for marketers?" **Cycle the correct answer:**

- A. To increase sales
- B. To improve brand loyalty
- C. To develop effective marketing campaigns
- D. All the above

Answer: D. All the above

2. What is the study of how individuals, groups, or organizations select, purchase, use, or dispose of products and services to satisfy their needs and wants? **Choose one letter**

- A. Marketing Research
- B. Consumer Behavior
- C. Economics
- D. Psychology

Answer: B. Consumer Behavior

3. Read the following factors and choose one Which is NOT a key factor influencing consumer behavior? **Choose one letter**

- A. Cultural Factors
- B. Social Factors
- C. Economic Factors
- D. Technological Factors
- E. Environmental Factors

Answer: D. Technological Factors

4. Read the scenario below and perform the task given:

A family of four (two adults and two teenagers) is planning a summer vacation in a destination where you are working as tourism destination assistant. They are considering

various destinations, including beach resorts, adventure travel, and cultural tours. They are looking for an experience that is both relaxing and exciting, and that will appeal to all members of the family. As tourism destination assistant perform the following tasks:

- a) Identify the factors influencing Consumer Behavior
- b) Describe the factors influencing Consumer Behavior
- c) Assess the consumer decision-making process.

Checklist

Indicators	Element	Yes/Not	Observation
The factors influencing Consumer Behavior are identified	The internal factors are determined.		
	The external factors determined.		
The factors influencing Consumer Behavior are described	Factors influencing Consumer Behavior are identified.		
The consumer decision-making process are assessed	The consumer decision-making process is assessed		



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Points to Remember

These are the key learning points from all activities in this learning outcome.

- **Know Your Guests:** Understand the protocol and etiquette requirements for different types of guests, such as VIPs, dignitaries, and international visitors.
- **Anticipate Needs:** Be proactive in identifying and addressing guest needs, whether it's providing specific seating arrangements, arranging transportation, or facilitating introductions.
- **Maintain a Professional Demeanor:** Always present a polished and professional image, ensuring that all interactions with guests are courteous and respectful.
- **Effective Communication:** Communicate clearly and concisely with guests, staff, and other stakeholders to avoid misunderstandings and ensure smooth operations.
- **Emergency Preparedness:** Be prepared to handle unexpected situations, such as medical emergencies or security threats, by having a well-defined emergency plan in place.

Further Information for the Trainer

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LEARNING OUTCOME 3: SELECT DISTRIBUTION STRATEGIES



Learning outcome 3: Self-Assessment

1. Ask trainees to look at the unit Illustration in their Trainee's Manuals and together discuss:
 - a) What does the illustration show?
 - b) What activities are performed in the illustration above?
 - c) What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform trainees that this unit is intended to provide them with the knowledge, skills and attitudes to Identify Factors determine the distribution channels, Identify the types of distribution channels and Implement distribution strategies while complying with tourism industry.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - d) The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - e) There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - f) They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - g) They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - h) At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
Identify the distribution channels	Describe distribution channels	Demonstrate teamwork while working with others
Explain the distribution strategies	Classify distribution channels	Pay attention to details while classifying distribution channels
	Determine the distribution channels	Comply with national and international standards related to distribution strategies
	Implement distribution strategies	



Steps:



Discovery activity



Task 1

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience about Identification of the distribution channels. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are given.

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to give their views.
3. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce Topic 3.1: Identification of the distribution channels.

Topic 3.1: Identification of the distribution channels

	Objectives: By the end of the topic, trainees will be able to: a. Identify correctly the steps to identify the distribution channels for tourism industry b. Describe properly the factors determining the distribution channels for tourism industry c. Classify effectively the marketing channels / Levels of channel for tourism industry d. Determine properly the types of distribution channels for tourism industry
	Time Required: 3 hours
	Learning Methodology: Group discussion, Brainstorming and Demonstration.
	Materials, Tools and Equipment Needed: Chalk board, flipcharts, badges, chinks, brochures, Papers, pens, markers, pins, post it, ...)
	Preparation: ☐ Preparation of workshop for Identification of the distribution channels ☐ Organize field site visit related to the distribution channels ☐ Available material for tourism distribution channels

Cross Cutting Issues:

- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusiveness while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all
- ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment in events Protocol Arrangement
- ✓ Promote standardization of culture among trainees through realizing the need/importance of selecting standards tools and equipment



Activity 1: Problem-Solving



Task 2

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions, guide trainees to answer the questions provided under task related to the types of tools and equipment used to Identify the distribution channels in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 3

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to carry out the activities provided under task in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. While trainees are still performing the task, use this opportunity to discuss or address cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key Facts and discuss them together while harmonizing the responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 4

1. Using an appropriate methodology such as individual work, pairs or small groups, trainees perform the task and make various tools and equipment available that they will need to work on the following tasks:
 - a) Types of marketing channels / Levels of channel
 - b) Steps applied to identify the distribution channels
 - c) Make a report on the visit.

2. Tell trainees that each one will share his/her experience gained from the workplace with the rest of the class
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist

Indicators	Element	Yes/Not	Observation
Distribution channels are identified	Factors determining the distribution channels are identified		
	Steps to identify the distribution channels are proceeded		
	The distribution channels are identified		
	Distribution channels are selected		

Topic 3.2: Implementation of distribution strategies

	Objectives:
	By the end of the topic, trainees will be able to:
	a. Identify correctly the distribution strategies used in the tourism industry
	b. Describe properly the steps of distribution strategies in line with the tourism industry
	Time Required: 7 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it

Preparation:	
	☐ Preparation of workshop for implementing distribution strategies ☐ field site visit related to implementing distribution strategies ☐ Available material
Cross Cutting Issues:	
	✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusiveness while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization of culture among trainees through realizing the need/importance of selecting standards materials
Prerequisites:	
	✓ Organize tour package

Activity 1: Problem-Solving

Task 5

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions. Guide trainees to analyze the scenario provided in the trainees' manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.

3. After the sharing session, refer trainees to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 6

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to carry out the activities provided in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in the activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. While trainees are still performing the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, standardization of culture, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key Facts and discuss them together while harmonizing the responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 7

1. Using an appropriate methodology such as individual work, pairs or small groups, trainees perform the task for the field of the scenario in the following tasks:
 - a) Identify the distribution strategies used by the tour operation
 - b) Select the types of distribution strategies
 - c) Make a report on the steps of distribution strategies used by the tour operation
2. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do in the workplace. Then they can compare best practices and limitations in the workplace. You can also ask them to go to another facility to compare practices
3. Tell trainees that each one will share his/her experience gained from the workplace with the rest of the class
4. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist

Indicators	Element	Yes/Not	Observation
Distribution strategies are Implemented	Distribution strategies are described		
	Steps of distribution strategies are proceeded		



Formative Assessment

1. Which of the following is NOT a common type of distribution channel in the tourism industry? Choose one letter
 - a) Direct sales
 - b) Online travel agencies (OTAs)
 - c) Retail stores
 - d) Manufacturing plants

Answer: d) Manufacturing plants

2. Which distribution strategy involves making a product available in as many outlets as possible, aiming for maximum market coverage? Choose one letter
 - a) Intensive Distribution
 - b) Exclusive Distribution
 - c) Selective Distribution

Answer: a) Intensive Distribution

3. Match the distribution strategy in the first column with its corresponding description and tourism example.

Distribution Strategy	Description	Example in Tourism	Answer
1. Intensive Distribution	A. Making the product available in as many outlets as possible.	A luxury, high-end hotel chain with a limited number of properties in exclusive locations.	
2. Exclusive Distribution	B. Giving a limited number of dealers the exclusive right to distribute the product in their territories. 1	A popular fast-food chain with outlets in numerous locations worldwide.	

Distribution Strategy	Description	Example in Tourism	Answer
3. Selective Distribution	C. Using more than one, but less than all, of the intermediaries who are willing to carry the company's products.	budget airline that partners with a select few travel agencies for ticket sales.	

Answer:

Distribution Strategy	Description	Example in Tourism	Answer
1. Intensive Distribution	A. Making the product available in as many outlets as possible.	A luxury, high-end hotel chain with a limited number of properties in exclusive locations.	...B..
2. Exclusive Distribution	B. Giving a limited number of dealers the exclusive right to distribute the product in their territories.	A popular fast-food chain with outlets in numerous locations worldwide.	...A...
3. Selective Distribution	C. Using more than one, but less than all, of the intermediaries who are willing to carry the company's products.	budget airline that partners with a select few travel agencies for ticket sales.	...C...

4. Read the Scenario below and work on the tasks given:

Imagine you're the marketing manager for a luxury eco-lodge in a remote rainforest region of Cyamudongo Forest. Your lodge offers unique experiences like guided nature walks, birdwatching tours, and traditional cooking classes. You're tasked with developing a distribution strategy to reach high-end, environmentally conscious travelers.

- Identify the Factors determining the distribution channels,
- classify the types of distribution channels
- prepare the distribution strategies in tourism

checklist

Indicators	Element	Yes/Not	Observation
Factors Determining Distribution Channels are identified	Factors determining Distribution Channels are identified		
Types of Distribution Channels are identified	Direct channels are identified		
	Indirect channels are identified		
Distribution Strategies are implemented	Distribution Strategies are prepared		



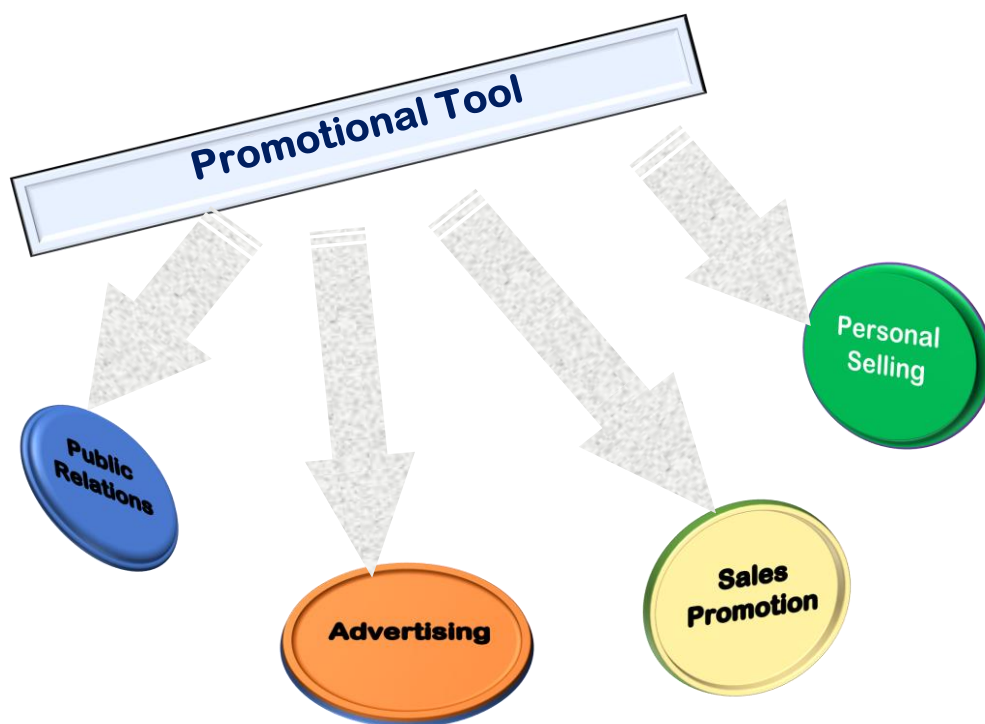
Points to Remember

- Distribution channels are the pathways through which products or services reach their target market
- Well-managed distribution channels can optimize logistics, reduce costs, and enhance marketing efforts.
- Align Your distribution Strategy with Your Product and Target Audience
- Distribution Strategies Are Not Static: As markets evolve, consumer preferences change, and competition intensifies, your distribution strategy may need to adapt

Further Information for the Trainer

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4. Armstrong, G. & Kotler, P.(1994). Principles of Marketing. (6th ed.). New Jersey: Paramount Communications Company.

LEARNING OUTCOME 4: CONDUCT PROMOTIONAL ACTIVITIES



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit Illustration in their Trainee's Manuals and together discuss:
 - a) What does the illustration show?
 - b) What activities are performed in the illustration above?
 - c) What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform trainees that this unit is intended to provide them with knowledge, skills and attitudes to conduct promotional activities. They will cover Assess marketing mix, Assess the marketing environment, use promotional tools and apply marketing innovations while complying with tourism industry.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a) The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b) There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c) They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d) They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e) At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the elements of marketing mix	1. Apply elements of marketing mix	1. Comply with national and international standards related
2. Describe the features of marketing environment	2. Classify marketing environment	2. Pay attention to details while scanning and analysis
3. Identify the promotional tools	3. Conduct Environmental scanning and analysis	3. Demonstrate team spirit while working with others
4. Identify the marketing innovations	4. Classify promotional tools	4. Demonstrate endurance in the utilization of marketing innovations
	5. Implement marketing innovations	



Steps:



Discovery activity



Task 1

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to conduct promotional activities task in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to give their views.
3. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce Topic 4.1: Assessment of marketing mix.

Topic 4.1: Assessment of marketing mix

Objectives:

By the end of the topic, trainees will be able to:



- a) Define correctly the term "marketing mix" in line with tourism industry
- b) Describe properly the elements of the marketing mix as used in tourism industry
- c) Identify correctly the factors determining the marketing mix in tourism industry



Time Required: 3 hours

	Learning Methodology: Group discussion, Brainstorming and Demonstration.
	Materials, Tools and Equipment Needed: Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it, ...)
	Preparation: ☐ Preparation of workshop for Assessing marketing mix ☐ organize field site visit related to Assess marketing mix ☐ Materials available for Assessment of marketing mix
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusiveness while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment in events Protocol Arrangement ✓ Promote standardization of culture among trainees through realizing the need/importance of selecting standards tools and equipment

Activity 1: Problem-Solving

Task 2

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions, guide trainees to answer the questions provided under task related to the Assessment of marketing mix in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.

3. After the sharing session, refer trainees to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 3

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to carry out the activities provided in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. While trainees are still performing the task, use this opportunity to discuss or address cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
5. After the sharing session, refer trainees to Key Facts and discuss them together while harmonizing the responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 4

1. Using an appropriate methodology such as individual work, pairs or small groups trainees perform the task at school and make a report on the various tools and equipment that they will need to work on the following tasks:
 - a) Develop a competitive and attractive marketing mix to reach potential guests.
2. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do in the workplace. Then they can compare best practices and limitations in the workplace. You can also ask them to go to another facility to compare practices
3. Tell trainees that each one will share his/her experience gained from the workplace with the rest of the class
4. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist

Indicators	Element	Yes/Not	Observation
Marketing mix is assessed	The factors determining the marketing mix		
	Elements of marketing mix are identified		

Topic 4.2: Assessment of the marketing environment

	Objectives: By the end of the topic, trainees will be able to: - Define correctly the term “marketing environment” in line with tourism industry - Identify correctly the features of marketing environment as used in tourism industry - Classify effectively the marketing environment as used in the tourism industry - Describe properly the environmental scanning and analysis in line with tourism industry
	Time Required: 7 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it
	Preparation: ☐ Preparation of workshop for Assessing the marketing environment ☐ Organize field site visit related to Assessing the marketing environment ☐ Available material for Assessing the marketing environment
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization culture among trainees through realizing the need/importance of selecting standards materials
	Prerequisites: ✓ Safety, Health and environmental measures



Activity 1: Problem-Solving



Task 5

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided trainees to analyze the scenario provided in the trainee's manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 6

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to carry out the activities provided in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. While trainees are still performing the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, standardization of culture, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key Facts and discuss them together while harmonizing the responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 7

1. Using an appropriate methodology such as individual work, pairs or small groups trainees perform the task on the field of the scenario and make a report on the following:
 - a) Identify various features of marketing environment
 - b) Describe the types of Marketing Environment available
 - c) Conduct environmental scanning and analysis

- d) Make a report of what you performed.
2. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do in the workplace. Then they can compare best practices and limitations in the workplace. You can also ask them to go to another facility to compare practices
3. Tell trainees that each one will share his/her experience gained from the workplace with the rest of the class
4. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist

Indicators	Element	Yes/Not	Observation
The marketing environment is Assessed	Features of marketing environment are identified		
	Types of marketing environment are identified		
	Marketing environment is scanned and analysed		

Topic 4.3: Application of promotional tools

	Objectives: By the end of the topic, trainees will be able to: a. Define correctly the term “promotional tools” as used in tourism industry b. Describe properly promotional tools as used in tourism industry c. Identify correctly the factors affecting promotional tools as used in tourism industry d. Classify effectively the promotion tools as used in tourism industry
	Time Required: 7 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chinks, brochures, Papers, pens, markers, pins, post it
	Preparation: ☐ Preparation of workshop for Application of promotional tools ☐ organize field site visit related to Application of promotional tools ☐ Available material for Application of promotional tools
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusiveness while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization culture among trainees through realizing the need/importance of selecting standards materials
	Prerequisites: ✓ Organize tour package



Activity 1: Problem Solving



Task 7

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to use promotional tools provided in their Trainee's Manuals and answer the questions that follow the scenario. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 8

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions, guide trainees to study the Application of promotional tools provided in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.

5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class.
6. After the sharing session, harmonize trainees' responses by referring to Key Facts



Activity 3: Application.



Task

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the trainee's manuals and Application of promotional tools and make a report of the task. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Trainees should make a report on what was performed during the application of promotional tools
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist

Indicators	Element	Yes/Not	Observation
Promotional tools are selected	Factors affecting promotional tools are identified		
	Promotional tools are described		
Promotional tools are applied	Types of promotion tools are identified		

Topic 4.4: Application of marketing innovations

Objectives: By the end of the topic, trainees will be able to: a. Classify correctly the types of marketing innovations in line with tourism industry b. Identify correctly the limitations of marketing innovation in line with tourism industry c. Describe properly the benefits of marketing innovation in line with tourism industry
 Time Required: 7 hours
 Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
 Materials Needed: Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it
Preparation:  ☐ Preparation of workshop for applying marketing innovations ☐ Organize field site visit related to apply of marketing innovations ☐ Available material for application of marketing innovations
Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations  ✓ Ensure inclusivity while allocating tasks to trainees and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization culture among trainees through realizing the need/importance of selecting standards materials
Prerequisites:  ✓ Organize tour package



Activity 1: Problem Solving



Task 12

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions that follow the scenario based on their experience and research on application of marketing innovations, in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to Key Facts and discuss them together while harmonizing the responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 13

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to the application of marketing innovations and answer the questions that follow in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.

3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, environment sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
5. After the sharing session, harmonize trainees' responses by referring to Key Facts and discuss them together while answering any questions they might have.



Activity 3: Application



Task 14

1. Using an appropriate methodology such as individual work, pairs or small groups, trainees research in tourism related industry on the application of marketing innovations. Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are provided and being used.
2. Trainees should make a report on activities:
 - a. Determine the type of marketing innovations to use.
 - b. Describe the benefits of marketing innovation
 - c. Make a report on digital marketing used by the DMA
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist

Indicators	Element	Yes/Not	Observation
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Application of marketing innovations	Types of marketing innovations are identified		
	Example of marketing innovations are described		
	Limitations of marketing innovation are described		
	Benefits of marketing innovation are identified		



Formative Assessment

- Which of the following elements are considered part of the 7Ps of the Tourism Marketing Mix? **Select the correct answer**
 - Product, Price, Place, Promotion, People, Packaging, Physical Evidence
 - Product, Price, Place, Promotion, People, Politics, Physical Evidence
 - Product, Price, Place, Promotion, People, Packaging, Profit
 - Product, Price, Place, Promotion, People, Process, Physical Evidence

Answer: Product, Price, Place, Promotion, People, Process, Physical Evidence

- Which of the following is NOT a key component of the microenvironment in tourism marketing? **Select the correct answer**
 - Competitors
 - Suppliers
 - Economic conditions
 - Intermediaries

Answer: c) Economic conditions

- Which of the following is NOT a key component of the tourism marketing environment? **Select the correct answer**
 - Economic factors

- b) Political factors
- c) Technological factors
- d) Geographic factors

Answer: d) Geographic factors

4. Which promotional tool focuses on building positive relationships with stakeholders and managing the company's reputation? **Select the correct answer**

- a) Advertising
- b) Sales Promotion
- c) Direct Marketing
- d) Public Relations

Answer: d) Public Relations

5. What is the primary goal of personal selling? **Select the correct answer**

- a) Building brand awareness through mass media
- b) Creating long-term relationships with customers
- c) Generating immediate sales through short-term incentives
- d) Securing favorable media coverage

Answer: b) Creating long-term relationships with customers

6. Which of the following is an example of a socio-cultural trend that could impact tourism?

Select the correct answer

- a) The rise of ecotourism
- b) The aging population
- c) The increasing popularity of adventure travel
- d) All of the above

Answer: d) All of the above

7. What is the key difference between advertising and sales promotion? **Select the correct answer**

- a) Advertising is free, while sales promotion is paid.

- b) Advertising focuses on long-term brand building, while sales promotion aims for immediate action.
- c) Advertising is more effective for B2B markets, while sales promotion is better for B2C.
- d) Advertising uses mass media, while sales promotion relies on personal selling.

Answer: b) Advertising focuses on long-term brand building, while sales promotion aims for immediate action.

8. Match each type of marketing innovation with its corresponding description and write the number with its corresponding letter.

Type of Marketing Innovation	Matching Description	Answer
1. Radical	A. Introducing entirely new products, services, or business models that significantly disrupt existing markets.	////////
2. Incremental	B. Involves gradual improvements or enhancements to existing products, services, or marketing strategies.	//////////
3. Disruptive	C. Initially targets niche markets or low-end customers but eventually displaces established competitors in the mainstream market.	//////////

Answer:

Type of Marketing Innovation	Matching Description	Answer
4. Radical	D. Introducing entirely new products, services, or business models that significantly disrupt existing markets.	////A////

Type of Marketing Innovation	Matching Description	Answer
5. Incremental	E. Involves gradual improvements or enhancements to existing products, services, or marketing strategies.	;;;B;;;
6. Disruptive	F. Initially targets niche markets or low-end customers but eventually displaces established competitors in the mainstream market.	;;;A;;;

9. Read the following scenario and perform the related tasks:

You are working as a tourism marketing officer in Rwanda Development Board (RDB) that aims to position Rwanda as a leading sustainable tourism destination in Africa. To achieve this, there is a need to develop and implement effective promotional activities that highlight the country's commitment to environmental conservation and community development. Based on the above information, you are tasked to:

- a) Assess the marketing mix,
- b) Analyze the marketing environment,
- c) Apply promotional tools
- d) Apply marketing innovations

Checklist

Indicators	Element	Yes/Not	Observation
Marketing Mix is assessed	Elements of marketing mix are identified		
Marketing	Marketing environments are classified		
	Environmental scanning and analysis are conducted		

Indicators	Element	Yes/Not	Observation
Environment is scanned and analyzed			
Promotional Tools are applied	Promotional tools are described		
	Promotion tools are classified		
Marketing Innovations are applied	Types of marketing innovations are classified		
	Digital marketing is identified		
	Limitations of marketing innovation are identified		



Points to Remember

- The 4Ps are not independent elements but rather interconnected components of a cohesive marketing strategy.
- The marketing environment is constantly evolving. Factors like technology, consumer behavior, and economic conditions are always in flux, requiring businesses to adapt their strategies accordingly.
- Promotional tools should be carefully chosen to align with your specific marketing objectives, target audience, and budget.
- Marketing innovations should always prioritize understanding and meeting the evolving needs and preferences of the target audience.

Further Information for the Trainer

Armstrong, G. & Kotler, P.(1994). Principles of Marketing. (6th ed.). New Jersey: Paramount Communications Company.



Summative assessment

Integrated/Summative assessment	
ENJOY Tours, a Kigali-based Travel agency, has been contacted by a diverse group of 20 tourists from the Tanzania, Uganda, Britain, and California. This group, consisting of business travellers, cultural visitors, ecotourism, and blue tourism, is planning a 5-day trip to Rwanda and has visited the https://visitrwanda.com/ to research the destination. However, ENJOY Tours has a tour consultant who is able to develop a tour package, he lacks the expertise to promote it (tour package) for this varied group. As a tourism expert, you have been brought in to promote an attractive package for these potential clients. Instructions: 1. Identify tourism market demand 2. Describe consumer behavior 3. Select distribution strategies 4. Conduct promotional activities This task should be performed within 5hours	
Resources	
Tools Equipment	▪ Internet ▪ Websites ▪ Projector ▪ telephone ▪ computer
Materials/ Consumables	Tourism Destination Maps, brochures, flyers, filing tray, punching machine, Papers, Files, Flip chart, internet,

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. Identify tourism market demand (30%)	1.1 Market demand information is correctly gathered as per tourism industry	Types of tourism market demand are identified			3
		Steps of gathering tourism market demand information are applied			3
	1.2 Market Segmentation process is properly followed as per tourism industry	Types of market Segments are properly identified			4
		Market Segmentation process is well followed			4
		Criteria of successful Market Segmentation are well followed			4
	1.3 Target Markets are correctly selected as per company standards	Approaches for selecting target markets are identified			3
		Steps for market targeting implemented			3

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
	1.4 Product positioning is correctly applied as per company standards	Elements of product positioning are identified			1
		Steps for product positioning are implemented			1
		Techniques of product positioning are applied			1
2. Describe consumer behavior (20%)	2.1 Identification of the Consumer Behavior	Characteristics of Consumer Behaviors are well identified			3
		Factors influencing Consumer Behavior are identified			3
	2.2 Description of Consumer buying process	Process of taking decision of buying are well described			4
3. Select distribution strategies (10%)	3.1 The distribution channels are correctly identified as per tourism industry	Factors determining the distribution channels are well Identified			2
		Types of marketing channels / Levels of			2

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
		channel are identified			
		Types of distribution channels are identified			2
		Steps to identify the distribution channels are implemented			2
	3.3 Distribution process is properly implemented as per company standards	Distribution strategies are properly implemented			2
4. Conduct promotional activities (40%)	4.1 Marketing mix is correctly assessed as per tourism industry	The factors determining the marketing mix are identified			1
		Elements of marketing mix are well assessed			3
		Marketing mix is well assessed			2
	The marketing environment is correctly assessed as per tourism industry	Features of marketing environment are identified			1
		Types of marketing			1

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
		environment are described			
		Marketing environment are scanned and analyzed			3
	Promotional tools are correctly used as per company standards	Promotional tools are described			1
		Factors affecting promotional tools are identified			1
		Types of promotion tools are described			2
	Marketing innovations are correctly applied as per company standards	Marketing innovations are applied			6
Total marks		...			
Percentage Weightage		100%			
Minimum Passing line % (Aggregate):					70%

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