

SAIL AND LEARN 2018:

LEADERSHIP, ENTREPRENEURSHIP AND INNOVATIVE TOURISM



Visoka poslovna škola
Business **School**

Business School PAR
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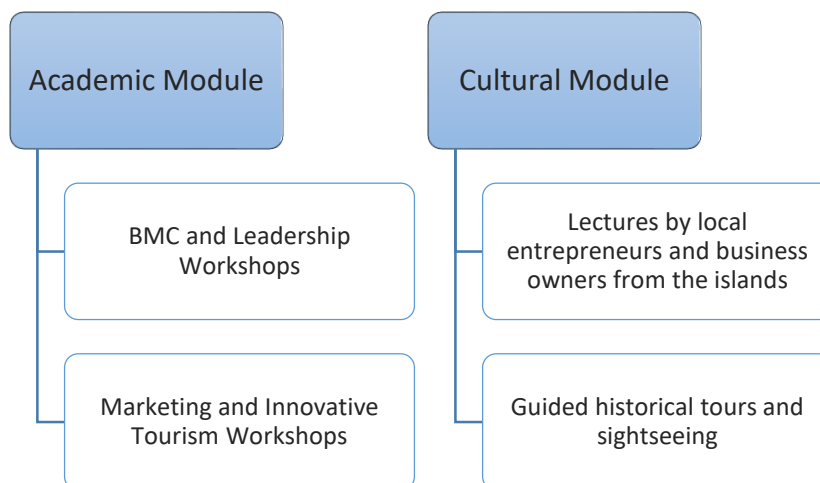
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GENERAL PROGRAM DESCRIPTION

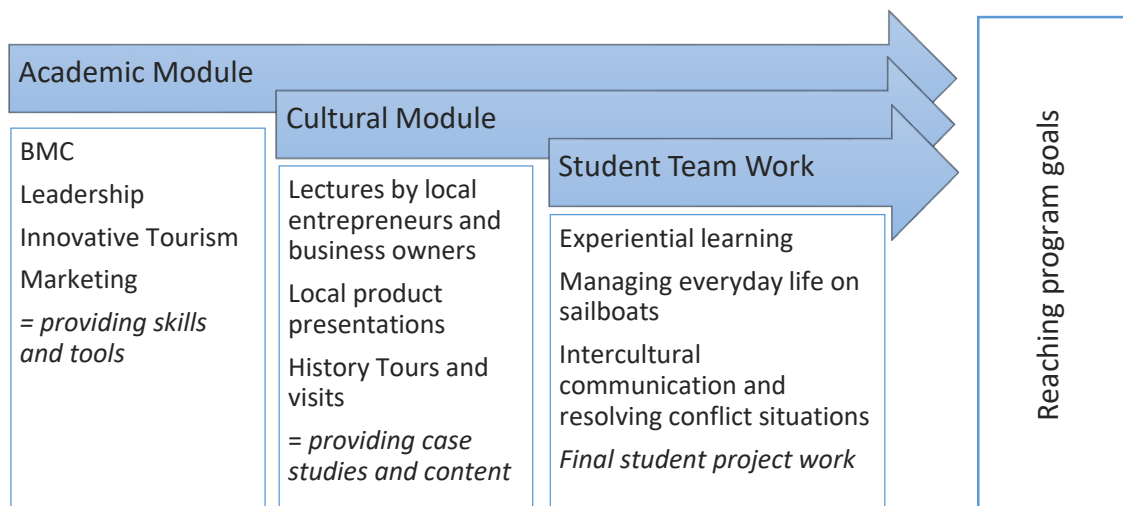
Croatia is a global record holder in the growth of touristic potential. Moreover, the share of tourism in the national GDP is almost 19%, which is the highest in the world. However, Croatia is not the most popular tourist destination in Europe, even though it is in the top 10.

Summer School Sail and Learn offers a unique cultural and educational experience for international students giving them a chance to experience and explore this tourist boom in world-famous tourist destinations. The program allows them to combine that experience with the Business Model Canvas methodology to build new business models, entrepreneurial ideas and projects related to top tourist destinations.

The program is based on the principles of the Business Model Canvas (BMC) where students develop their own innovative models by working in teams. The program is specific since it is held on several locations in the Central Dalmatia, i.e. the Croatian Adriatic Sea, and students are situated on sailboats travelling from one island to another. Island hopping allows students to experience the full extent of Croatia's tourist season in some of the most popular world – class tourist destinations, during the Ultra Summer Festival. All in all, the whole program immerses students into the touristic experience, and is organized so that each moment is an opportunity for learning. Students attend organized workshops and lectures in two modules; Cultural and Academic. The Cultural Module consists of lectures by local entrepreneurs and business owners, as well as educational excursions, while the Academic Module consists of workshops in BMC and Leadership, and Marketing and Innovative Tourism. Students are required to create a project/entrepreneurial idea by the end of the program.



Throughout the 7-day program, students visit a number of cultural and historical sights on the islands that help them develop a sense of local culture, as part of the Cultural Module. This content helps them develop an understanding of how tourism and life on the islands are intertwined. Besides that, students get to know examples of innovative tourist services and products which help them develop their own ideas within the program itself. The workshops on Marketing and Innovative Tourism, as part of the Academic Module help students develop skills to build their marketing plans and strategies with their teams and prepare for final project presentations.



Students are situated on sailboats during the program, and share their living space and cabins with other students. Hence, the Leadership part of the program is present through all activities included in the program. The leadership workshops, as part of the Academic Module helps develop communication skills for international teams, and raise team dynamics. Living arrangements on the boat throughout the program are a part of the practical Leadership students face daily—with challenges and tasks aimed at increasing team cohesion and developing an understanding of various leadership styles and working in not only international, but also highly diverse teams based on the cultural, experiential and educational background of team members.

THE OVERALL GOALS OF THE PROGRAM ARE TO:

- develop an interdisciplinary approach to idea and concept development in tourism and business
- provide a culturally enriched experience, and familiarize international students with the historical backbone of touristic offers in Croatia
- provide participants with skills and knowledge in leadership (esp. team management and intercultural conflict resolution), entrepreneurship (BMC) and innovative tourism
- develop an idea or a project related to tourism based on the pre-selected BMC principles

PREREQUISITES:

This program can be attended by BA and MA level students with an interest in developing knowledge about entrepreneurship, marketing, and creative techniques, as well as developing communication skills and teamwork skills by working in international student teams. Students who enroll into the program ought to have the knowledge of:

- the basic economic and business terms
- the function of a business and a marketing plan
- demand and supply, and their function in economy
- managerial and leadership skills in theory
- presentation and communication skills
- experience of working in teams
- English proficiency (the program will be conducted completely in English, so students should have at least a B2 level proficiency (according to the European CEFR))

ADDITIONAL PREREQUISITES:

- Participants must deliver a doctor's note confirming their health is in good condition and they can embark the sailboat
- Students should state special food requirements when applying to the program
- Students will have to agree to a sleeping arrangement and share the space with their team members
- Participants must include information on the type of their insurance in the application

SUMMARIZED PROGRAM LEARNING GOALS:

Students will be able to:

- distinguish the following terms: Idea, Vision, Realization, Result
- use 3 idea formation techniques
- describe the following elements;
 - customer segment;
 - value propositions;
 - channels;
 - customer relationships;
 - key resources; key activities;
 - key partnerships
- develop their own business model based on:
 - customer segmentation,
 - defining the market,
 - describing the added value, and
 - the innovative element
- apply a new business model in their work
- describe characteristics of digital marketing and branding
- establish the base for customer analysis
- distinguish between the concepts of innovative tourism and innovation in tourism
- recognize and provide their own examples of innovative approaches in managing tourist destinations
- analyze examples of destination management
- describe what makes a brand in tourism
- describe the process of creating a brand for a specific tourist destination
- generate innovative ideas in order to explore marketing opportunities
- distinguish various learning styles
- solve intercultural team conflicts
- identify various team roles
- identify various leadership styles independently
- evaluate own contributions to the project group
- describe characteristic of a good leader
- distinguish between the function of a manager and a leader
- describe different leadership styles
- identify various team roles
- identify various leadership styles
- describe the notion of destination management on the example of Fortica
- describe advantages and disadvantages of historical and party tourism
- describe the cultural and historical background of Vis
- develop new ideas on the touristic offer of Vis
- understand safety at sea and risks
- name various types of wind on the Adriatic Sea
- name all the parts of a sailboat
- understand the historical background of the islands included in the program
- connect the development of tourism to historical facts
- form an idea on the life led on the islands beyond the tourist season
- form a sense of living conditions of locals beyond the tourist season
- understand the impact of tourism on urban and social development

PROPOSED TEACHING METHODS:

The following teaching methods will be used by the program instructors:

- workshops - the instructor presents a topic, and takes on the role of an interaction facilitator by providing students with individual and group tasks
- case studies analysis – the instructor explains the structure and purpose of a case study and presents students with several case studies relevant to the topic which students analyze
- team work – students are divided into teams and work on tasks during workshops
- project work – each student team works on designing their own idea – a service, product or event related to the program goals
- field work – organized activities include field trips and lectures about the history and natural resources that help students gain an idea of the cultural background
- mentoring – teams and individual students may request mentoring from instructors, however team mentoring sessions will be included in the schedule.

PROGRAM ECTS DISTRIBUTION AND DOCUMENTS

Based on the decision by the Business School PAR, the Sail and Learn program offers a workload equal to 5 ECTS points each year, and includes an academic and a cultural module. The academic module is designed to develop skills, and the cultural module is designed to provide experiential learning, case studies and content for idea development. The program is revised on a yearly basis, and approved by the Business School PAR Faculty Council.

The workload includes the educational program, i.e. the two modules that consist of workshops, lectures, and student tasks; the cultural module program that includes educational visits and excursions, and finally, the student team work on projects. The two program strains (educational and cultural) are intertwined and add to the interdisciplinary dimension of the program and are both included in the learning goals.

The Summer School Sail and Learn ECTS points distribution is as follows:

ECTS DISTRIBUTION	Intensive in-class workshops and program preparations	Sailing Lessons	Daily Team Tasks	Team Assignments and Project Work and Presentations	5 ECTS
	3 ECTS	0,2 ECTS	0,8 ECTS	1 ECTS	

Upon program completion, students are issued the following documents by the Business School PAR:

- ◆ *Certificate of Completion* which proves the student has completed the program successfully. The document contains Class and Registration Number issued by the Dean's Office, Student Name and Surname, Program Duration and Program Title;
- ◆ *Certificate Supplement* which is an additional document issued following the Certificate of Completion. The document contains Class and Registration Number equal to the Student's

Certificate of Completion, student name and surname and personal or student ID number, program duration, program title, ECTS points distribution in the program, learning goals and program description; and/or

- ◆ *Transcript of Records* which is a separate document. The document contains Class and Registration Number issued by the Dean's Office, student name and surname and personal or student ID number, program duration, program title, reference number of the Certificate of Completion, workshop titles and program goals, as well as the grade received by the student for the program.

THE GRADING SYSTEM AND THE GRADING COMMITTEE

The Students participating in the Sail and Learn program are graded based on their final projects, presented at the end of the program. The grades are given by lecturers participating in the program, in addition to one staff member from the Business School PAR, that together make up the Grading Committee.

Students give their final project presentations on the last day of the program, and are graded based on a set of criteria described below. The used grading system is the Croatian grading system ranging from 1 – 5 with accompanying written descriptors, as follows:

GRADE IN NUMBER	1	2	3	4	5
WRITTEN DESCRIPTOR	Fail	Sufficient	Good	Very Good	Excellent

Grades from 1 to 5 are given by the lecturers for each of the criteria described below. The average grade of the criteria is the final grade of the Student project work. Grade received by the team of students for their project work equals the grade of each student, i.e. all students on the same team receive the same grade.

After all students have presented their project work, the lecturers give feedback to each student team and inform them of their grades.

THE GRADING CRITERIA TABLE

LECTURER 1:

THE CRITERIA	TEAM 1	TEAM 2	TEAM 3	...
The Project contains all the obligatory elements prescribed by the program.				
Each Project element has been examined to the fullest and presented clearly.				
The key activity/purpose is clearly stated.				
The customer needs have been successfully identified and the Project value propositions are set accordingly.				
The Cost Structure presented by the Students is clear and exact.				
The presentation was clear and concise overall.				
Students communicated their ideas without any difficulties and without interference of others.				
The Project idea is scalable.				

FEEDBACK PER TEAM

MODULES

The Sail and Learn 2018 program consists of two basic modules: Academic and Cultural. Each module has its set of workshops and learning goals, and each module is led by one lecturer. Each lecturer presumes the role of a mentor on the last day of the program, helping student teams with final stage of project development.

An invitation for lecturers will be sent out by the Business School PAR, with a deadline for application. The invitation for lecturers will require them selecting modules to teach based on their expertise and field of interest. The lecturers will then apply with a module content proposition matching the module goals set in this document by the Business School PAR.

THE ACADEMIC MODULE

Workshop Titles	Learning goals (students will be able to:)
Innovation: Idea Formation and Validation	<ul style="list-style-type: none"> ▪ distinguish the following terms: Idea, Vision, Realization, Result ▪ use 3 idea formation techniques
Business Model Canvas: Introduction	<ul style="list-style-type: none"> ▪ describe the following elements; <ul style="list-style-type: none"> ○ customer segment; ○ value propositions; ○ channels; ○ customer relationships; ○ key resources; key activities; key partnerships
Business Model Canvas: Start Planning	<ul style="list-style-type: none"> ▪ develop their own business model based on: <ul style="list-style-type: none"> ○ customer segmentation, ○ defining the market, ○ describing the added value, and ○ the innovative element
Business Model Canvas: Final Conclusions	<ul style="list-style-type: none"> ▪ apply a new business model in their work
Marketing Strategies and Planning	<ul style="list-style-type: none"> ▪ describe characteristics of digital marketing and branding ▪ establish the base for customer analysis
Introduction to Innovative Tourism	<ul style="list-style-type: none"> ▪ distinguish between the concepts of innovative tourism and innovation in tourism ▪ recognize and provide their own examples of innovative approaches in managing tourist destinations
Destination Management and Innovation I	<ul style="list-style-type: none"> ▪ analyze examples of destination management ▪ describe what makes a brand in tourism
Destination Management and Innovation II	<ul style="list-style-type: none"> ▪ describe the process of creating a brand for a specific tourist destination ▪ generate innovative ideas in order to explore marketing opportunities
Team Awareness Strategies	<ul style="list-style-type: none"> ▪ distinguish various learning styles ▪ solve intercultural team conflicts ▪ identify various team roles ▪ identify various leadership styles independently ▪ evaluate own contributions to the project group

Leadership Workshop	<ul style="list-style-type: none"> ▪ describe characteristic of a good leader ▪ distinguish between the function of a manager and a leader ▪ describe different leadership styles ▪ identify various team roles ▪ identify various leadership styles
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THE CULTURAL MODULE

Session Titles	Session description and goals
Visiting Fortica on Hvar	<p>Fortica is one of the oldest and most beautiful forts on the Croatian seacoast. It was built on the ruins of an ancient fort from the first millennium B.C. with the purpose of protecting the people from attacks. It was also rebuilt during late ancient period as a Byzantine fort, evidence of which can be found even today. However, today's construction dates back to 1282 when the Venetian Republic ordered its construction.</p> <p>Fortica, as it is known today, is a valuable historical monument that witnesses the importance of Hvar in the past.</p> <p>GOALS:</p> <ul style="list-style-type: none"> ▪ to familiarize students with Croatian history ▪ to discuss the discrepancy between the historical and the modern lifestyle evident in the life on Hvar <p>STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> ▪ describe the notion of destination management on the example of Fortica ▪ describe advantages and disadvantages of historical and party tourism
The Military Tour of the Vis Island	<p>Students travel by jeeps through the Island of Vis, exploring tunnels and military relics that made the island one of the most important military strategic positions on the whole Mediterranean Sea. Vis has only recently opened up to tourism which makes it an extremely interesting tourist destination with a lot of potential.</p> <p>GOALS:</p> <ul style="list-style-type: none"> ▪ to familiarize students with Croatian history ▪ explore key military sights on Vis ▪ to introduce a specific culture and history of the people from Vis <p>STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> ▪ describe the cultural and historical background of Vis ▪ develop new ideas on the touristic offer of Vis
Sailing Lessons	<p>Students are given the opportunity to explore and practice sailing.</p> <p>GOALS:</p> <ul style="list-style-type: none"> ▪ present to students the safety issues, types of winds and parts of a sailboat ▪ enable students to practice sailing <p>STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> ▪ understand safety at sea and risks ▪ name various types of wind on the Adriatic Sea ▪ name all the parts of a sailboat
Visiting Stari Grad Museum on Hvar	<p>Stari Grad Museum takes care of memories and objects that speak of the oldest urban center of the Croatian territory. Stari Grad has been a populated town since its founding as a Greek polis Pharos in 384 BC. This care extends to its surroundings, which together with the town makes an indivisible unit, together with Stari Grad Plain, a unique example of cultural landscape.</p> <p>Since 2008 the historical center of Stari Grad and the cultural landscape of Stari Grad Plain are inscribed on the UNESCO World Heritage List</p>

	<p>GOALS:</p> <ul style="list-style-type: none"> ▪ familiarize students with historical heritage of Croatian coast, especially the islands included as destinations in the program ▪ make connection to the European cultural heritage <p>STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> ▪ understand the historical background of the islands included in the program ▪ connect the development of tourism to historical facts ▪ form an idea on the life led on the islands beyond the tourist season
<p>Lectures from local entrepreneurs and business owners</p>	<p>Lectures and visits to local entrepreneurs and business owners will be organized in the last stage of program planning by the Business School PAR.</p> <p>GOALS:</p> <ul style="list-style-type: none"> ▪ introduce students to at least 2 local business owners or entrepreneurs on the islands included in the program ▪ targeted business areas are: <ul style="list-style-type: none"> ○ festivals and art ○ small businesses – household farming, product design ○ restaurants and bars ○ specialized tourist/travel agencies <p>STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> ▪ form a sense of living conditions of locals beyond the tourist season ▪ understand the impact of tourism on urban and social development

STUDENT PROJECT WORK

On the fifth day of the program, students present their Projects. Each student team should follow the same pace of project development based on the module goals, which is monitored by the lecturer, and the Program Coordinator at the Business School PAR.

The final Student Project presentations are given in form of a Power Point Presentation, for which the template is pre-distributed to the students. Students are evaluated for their Project work, as is described in the section "THE GRADING SYSTEM AND THE GRADING COMMITTEE".

FINAL STUDENT PROJECT PRESENTATION ELEMENTS:

1. KEY PARTNERS

- Who are your key partners?
- Who are your stakeholders or interest groups?
- Describe each stakeholder and/or interest group.

2. VALUE PROPOSITIONS AND KEY ACTIVITIES

- What problem are you solving?
- What need are you fulfilling?
- What value are you delivering to your customers?
- What is your key activity?
- What is your purpose?

3. KEY RESOURCES

- What type of resources are you using (physical, intellectual, human, ...)?
- How are you using the resources?

4. CUSTOMER SEGMENTS

- Who are you building your value for?
- Who are your most important customers?
- What type of relationships will you build with your customers?
- What do your customers expect?

5. CHANNELS

- Through which channels will you reach your customers?
- How do those channels match your customers' routines?
- Define your basic marketing approach.

6. COST STRUCTURE AND SUSTAINABILITY

- Is your business more cost driven or value driven?
- Define:
 - Fixed costs
 - Variable costs
 - Economics of scale
 - Economics of scope

- How will you ensure sustainability to your idea?

LITERATURE*

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Leary, Mark R. (2008). Introduction to Behavioral Research Methods. Fifth Edition. Pearson Education, Inc.

Sinek, Simon (2011). Start with Why: How Great Leaders Inspire Everyone to Take Action.

Timmons, Jeffrey A. and Spinell, S. (2007). New Venture Creation: Entrepreneurship for the 21st Century. McGraw-Hill International Edition. Seventh Edition. Singapore.

*Additional materials are provided by workshop instructors

*Chapter summaries provided by workshop instructors and program coordinator.