

SYLLABUS

Methods and techniques for prospecting the tourist offer

University year 2025-2026

1. Information regarding the programme

1.1. Higher education institution	Universitatea Babeş-Bolyai of Cluj Napoca
1.2. Faculty	Faculty of Geography
1.3. Department	Doctoral School of Geography
1.4. Field of study	Geography
1.5. Study cycle	Doctoral level
1.6. Study programme/Qualification	Doctorat level
1.7. Form of education	Full-time education

2. Information regarding the discipline

2.1. Name of the discipline	Methods and techniques for prospecting the tourist offer				Discipline code	DG1107	
2.2. Course coordinator	Prof. Dezsi Ştefan, PhD						
2.3. Seminar coordinator	Prof. Dezsi Ştefan, PhD						
2.4. Year of study	I	2.5. Semester	I	2.6. Type of evaluation	E	2.7. Discipline regime	Optional

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4. Total hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/laborator	14
Time allotment for individual study (ID) and self-study activities (SA)					hours
3.5.1. Learning using manual, course support, bibliography, course notes (SA)					75
3.5.2. Additional documentation (in libraries, on electronic platforms, field documentation)					40
3.5.3. Preparation for seminars/labs, homework, papers, portfolios and essays					30
3.5.4. Tutorship					4
3.5.5. Evaluations					4
3.5.6. Other activities:					5
3.7. Total individual study hours					158
3.8. Total hours per semester					200
3.9. Number of ECTS credits					8

4. Prerequisites (if necessary)

4.1. curriculum	The completion of prior undergraduate and master's-level courses covering related subject matter is not a formal prerequisite for enrollment. Nevertheless, such prior learning facilitates a more effective understanding of the course content and improves access to the proposed themes. The course further contributes to the consolidation of students' operational conceptual framework by encouraging the activation and systematic use of previously acquired knowledge.
4.2. competencies	The continuous applied use of previously acquired knowledge enables a gradual progression through the course units, in close correlation with the subject matter of previously studied disciplines. Transversal competences related to the application of effective teamwork techniques within multidisciplinary groups; ethical conduct toward the group; respect for diversity and multiculturalism; acceptance of diversity of opinions; application of efficient and responsible work strategies based on the principles, norms, and values of the professional code of ethics; ability to communicate effectively and to assimilate specialized information. Analytical and synthetic information-processing skills. Abilities related to data generalization and the development of abstract knowledge models.

	Competences associated with the predictive interpretation of scientific theories. Communication skills and intuitive abstract thinking abilities.
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5. Conditions (if necessary)

5.1. for the course	A teaching room equipped with a desktop computer or laptop, video projector, and appropriate software (Microsoft Office: Word, Excel, and PowerPoint; image and documentary film viewing software), or alternatively, a laptop with Internet access and a functional Microsoft Teams platform.
5.2. for the seminar /lab activities	Teaching activities may be conducted in on-site, online, or hybrid format. On-site teaching requires a classroom equipped with a desktop computer or laptop, video projector, and appropriate software (Microsoft Office: Word, Excel, PowerPoint; image and documentary film viewing software). Online teaching requires a desktop computer or laptop with stable Internet access and a functional Microsoft Teams platform. Hybrid teaching combines on-site and online resources, ensuring the simultaneous and efficient delivery of face-to-face and virtual instructional activities.

6.1. Specific competencies acquired ¹

Professional/essential competencies	<p>C2. Students will be able to identify, inventory, analyze, evaluate, and hierarchically rank tourism resources and the system of interrelationships between tourism demand and supply, in order to formulate evidence-based directions for tourism development in territories suitable for tourism planning.</p> <p>C2.3. Students will be able to use and critically select databases, specialized literature, and Internet resources to identify solutions and/or complementary information relevant to tourism analysis and planning.</p> <p>C3. Students will be able to process, analyze, and interpret data obtained through desk-based and field-based prospective research activities.</p> <p>C3.3. Students will be able to inventory, identify, interpret, and accurately evaluate the attractiveness value of territorial resources by applying appropriate investigation and data-processing methodologies.</p> <p>C4. Students will be able to apply specific methods and techniques, including ICT tools, to process and analyze information in accordance with predefined objectives.</p> <p>C5. Students will be able to correlate and synthesize information from multiple didactic, scientific, and dissemination-oriented sources in geography and tourism geography in order to substantiate reasoned solutions.</p> <p>C6. Students will be able to prepare written works and oral presentations, and logically argue proposed solutions or identified problems before a specialized audience.</p>
Transversal competencies	<p>CT1.EN: Students will be able to apply efficient and responsible work strategies, grounded in the principles, norms, and values of the professional code of ethics.</p> <p>CT2. Students will be able to apply effective teamwork techniques within multidisciplinary teams, demonstrating ethical conduct, respect for diversity and multiculturalism, and acceptance of diverse viewpoints.</p> <p>CT3. Students will be able to correctly and contextually use specialized terminology related to tourism prospecting and tourism planning.</p> <p>CT4. Students will be able to self-assess their need for continuous professional development in order to enhance employability and adaptability to labor market requirements.</p>

6.2. Learning outcomes

¹ One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

Knowledge	<p>The student knows:</p> <ul style="list-style-type: none"> • the advanced fundamental theoretical and practical aspects underlying the geographical component of tourism studies, tourism prospecting, and spatial planning. • the detailed geographical characteristics of a region, area, or tourism destination. • the methods for identifying and analyzing specific data and information, through the nuanced and appropriate use of criteria and methods for assessing the attractiveness value of tourism resources, as well as their hierarchical ranking in order to establish priorities in tourism planning, spatial development, and valorization processes, from the perspective of sustainability and green practices. • the use of specialized knowledge for operational activities, territorial diagnosis, and the preparation of studies underpinning spatial planning policies and territorial development strategies. • the characteristics of local and regional tourism, through the application of specialized approaches and efficient methodologies for the development and implementation of strategies, policies, and models for tourism planning and development in rural, urban, and peri-urban areas, coastal and mountain regions, and protected natural areas. • the ways of reporting factual information and creating specialized content by promoting cultural values and natural heritage in relation to tourism development. • the modes of interaction and communication with various organizations involved in tourism and spatial planning, as well as of mediating and facilitating the understanding of key concepts related to tourism development. • the methods for designing and developing strategies for community development through tourism, community regeneration and resilience, and the integration of tourism into local and regional development projects. • the provision of technical expertise and specialized consultancy in diverse geographical, cultural-historical, and socio-economic contexts.
Skills	<p>The student is able to:</p> <ul style="list-style-type: none"> • communicate effectively, collaborate, build professional relationships, and negotiate in organizational and interpersonal contexts. • identify and develop appropriate solutions to complex problems. • design and develop plans, programs, or specifications for tourism products and tourism systems. • collect, store, monitor, and use information, as well as perform analyses, data processing, investigations, and domain-specific testing in tourism-related contexts. • manage human resources within tourism-oriented organizations, including activity planning, coordination, motivation, recruitment, and supervision of personnel and teams. • develop objectives and strategies, organize work activities, and allocate, utilize, and control available resources.
Responsibility and autonomy:	<p>The student has the ability to work independently to obtain:</p> <ul style="list-style-type: none"> • manage complex professional activities and projects in tourism and tourism planning by assuming responsibility for decision-making in unpredictable work or study situations, based on well-documented, innovative, and goal-oriented approaches. • perform critical analysis of specialized academic literature. • use an appropriate combination of tools for the analysis and visualization of data and information in the field of tourism. • provide specialized scientific consultancy and prepare tourism planning and development studies. • manage workflows, collaborate effectively within teams, make decisions, and handle unforeseen situations while meeting deadlines and work schedules. • develop creative ideas and apply innovative techniques. • assume responsibility for the outcomes of one's own professional work. • seek feedback and use it constructively for professional improvement. • interact with colleagues in accordance with professional ethical standards.

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	<p>knowledge of the principles, methods, and tools of field investigation required for the accurate representation of tourism realities, from the perspective of tourism prospecting, planning, and the integration of individual sites, areas, and tourism regions into regional, national, and international tourism circuits.</p>
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<p>7.2 Specific objective of the discipline</p>	<p>Students will be able to define, classify, and explain the typology, structure, and functionality of key elements underlying tourism development within a reference territory.</p> <p>Students will be able to explain the role, stages, phases, and activities of tourism prospecting, applied to a territory, as well as their relationship with natural and anthropogenic tourism resources and with the main operational components of the tourism system (demand, supply, consumption, and tourism product).</p> <p>Students will be able to analyze the role and implications of key tourism system elements across all tourism domains, from tourism supply and destinations to service providers and operators.</p> <p>Students will be able to identify, analyze, interpret, and represent territorially relevant data and information, applying tourism reference values at multiple spatial scales within the complex spatio-temporal interaction of tourism-related elements.</p> <p>Students will be able to apply tourism indicator analysis methods to assess the tourism value of attractive resources in territories suitable for tourism development through various tourism types and forms.</p> <p>Students will be able to use techniques for evaluating the attractiveness value of primary and secondary tourism supply, in accordance with destination development objectives and applied efficiency.</p> <p>Students will be able to understand and interpret tourism phenomena at multiple analytical scales, explain the response mechanisms of tourism components to anthropogenic interventions, and support optimal tourism planning decisions aimed at demand satisfaction and high economic efficiency.</p> <p>Students will be able to identify operational components of the tourism system and develop functional, efficient, and responsible tourism development strategies, based on the principles of sustainable tourism.</p> <p>Students will be able to synthesize acquired theoretical knowledge and apply it to real-world contexts, through case studies, practical applications, and thematic discussions.</p> <p>Students will be able to prepare a tourism prospecting study for a complex territorial unit, using appropriate analysis, correlation, interpretation, and presentation algorithms related to the targeted tourism system.</p> <p>Students will be able to develop an objective, detailed, and typological understanding of tourism realities, with a focus on tourism infrastructure and facilities, highlighting specific features and producing well-grounded assessments.</p>
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8. Content

<p>8.1 Course</p>
<p>Conceptual model for prospective analysis and interpretation of tourism phenomena, serving as a foundation for tourism prospecting, strategic planning, and sustainable development of tourism heritage: objectives, attractions, destinations, facilities, organizations, and tourism products – components, characteristics, role, position, and importance in fostering or constraining tourism development.</p>
<p>Inventorying, analysis, attractiveness value assessment, hierarchical ranking, and priority setting for future tourism developments conceptual and methodological approach.</p>
<p>2. Quantitative and qualitative methods and techniques for assessing the attractiveness value of natural and anthropogenic tourism resources, material infrastructure, auxiliary facilities, tourism organizations, and tourism products.</p>
<p>Inventorying, identification of attractive characteristics, evaluation, and hierarchical ranking of primary tourism supply components (natural and anthropogenic attractive resources with tourism development potential, as well as developed tourism sites integrated into tourism circuits).</p>
<p>Inventorying, identification of attractive characteristics, evaluation, and hierarchical ranking of derived tourism supply (tourism facilities and infrastructure).</p>
<p>Inventorying, evaluation, and hierarchical ranking of tourism organizational structures.</p>
<p>Inventorying, evaluation, and hierarchical ranking of tourism products.</p>
<p>3. Application and adaptation of the prospective analysis model and evaluation methods to different types and forms of tourism.</p>
<p>Assessment and hierarchical ranking of tourism resources suitable for valorization through:</p>
<p>Assessment and hierarchical ranking of tourism resources suitable for valorization through winter and summer leisure tourism and sports tourism;</p>
<p>Assessment and hierarchical ranking of tourism resources suitable for valorization through spa and wellness tourism;</p>
<p>Assessment and hierarchical ranking of tourism resources suitable for valorization through ecotourism, adventure tourism, and hunting tourism;</p>
<p>Assessment and hierarchical ranking of tourism resources suitable for valorization through cultural and heritage tourism;</p>
<p>Assessment and hierarchical ranking of tourism resources suitable for valorization through religious tourism;</p>
<p>Assessment and hierarchical ranking of tourism resources suitable for valorization through rural tourism and agritourism;</p>

Assessment and hierarchical ranking of tourism resources suitable for valorization through gastronomic tourism;
Assessment and hierarchical ranking of tourism resources suitable for valorization through dark tourism;
Assessment and hierarchical ranking of tourism resources suitable for valorization through business tourism;
Assessment and hierarchical ranking of tourism resources suitable for valorization through shopping tourism.

4. Design of optimal, functional, and sustainable tourism planning and development strategies, applied to tourism objectives, locations and territories of varying spatial extent, taxonomic rank, and levels of complexity, based on the assessment of the attractiveness value of primary and secondary tourism supply.

Case studies at county level, administrative-territorial unit (ATU) level, as well as in areas, zones, or regions with complex tourism potential.

8.2 Seminar / laboratory

1. Sectoral practical applications of the analysis–interpretation model and evaluation methods, addressing various types and forms of tourism practiced and/or potentially applicable within areas of tourism vocation, regardless of their spatial extent and taxonomic rank (case studies).

2. Presentation and discussion of tourism prospecting projects applied to areas with tourism vocation, developed according to the framework structure and methodology specific to a complex prospective approach, addressing the full range of components of the tourism system under study.

Bibliography

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Supplementary Bibliography / Recommended (Optional) Reading

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9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

- The course content is aligned with the study programs and curricular structures of similar courses offered by other higher education institutions at national and international level.
- The analysis of employers’ feedback regarding the preferred attributes of graduate training indicates a high level of appreciation of graduates’ professionalism, confirming that the structure and content of the educational curriculum developed for this study program are appropriate, coherent, comprehensive, and effective.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Student assessment focuses on the level of systematization, understanding and appropriate use of acquired specialized concepts (Bloom’s levels: understanding, application, analysis), the logical coherence of reasoning and the strength of argumentation (analysis, evaluation), the degree of mastery and correct use of specialized terminology (application), as well as attitudinal	Continuous (oral) assessment throughout the semester is conducted through free oral presentations, evaluative dialogue and oral questioning, aiming to assess students’ individual progress, level of conceptual understanding, argumentative skills and appropriate use of domain-specific terminology.	10%
		The final written assessment, conducted during the examination session, consists of a summative test aimed at evaluating	40%

	aspects reflected in the demonstrated interest for individual study, autonomous learning and continuous professional development (affective domain, metacognition).	the integrated acquisition of theoretical and applied knowledge, analytical and synthesis skills, as well as the correct use of domain-specific terminology.	
		Active participation in lecture activities, demonstrated through consistent engagement in discussions, formulation of relevant questions and well-argued contributions, represents a criterion of continuous assessment of academic progress.	10%
10.5 Seminar/laboratory	Student performance assessment targets the ability to apply acquired knowledge in practice (application), the capacity to effectively operate with assimilated concepts, methods and tools in domain-specific contexts (application, analysis), as well as attitudinal criteria reflected through conscientiousness, academic responsibility and sustained interest in individual study and autonomous knowledge development (affective domain, metacognition).	The presentation of a seminar topic, as well as the development and completion of a mini research project, represent forms of continuous assessment aimed at developing documentation skills, critical analysis, synthesis, and academic communication.	30%
		Active participation in seminar activities, demonstrated through engagement in discussions, completion of applied tasks and well-argued contributions, represents a criterion for continuous assessment of academic progress.	10%
10.6 Minimum standard of performance			
<ul style="list-style-type: none"> A part of the teaching activities, namely lectures and seminar/laboratory sessions, may be conducted exclusively in synchronous online format, in accordance with the applicable national regulations and the internal regulations of the university/faculty, as well as based on the decision of the course coordinator; these aspects are communicated to students within the first two weeks from the beginning of the semester. In order to pass the course, students are required to attend face-to-face at least 25% of the seminar/laboratory activities conducted on campus, as well as a minimum overall attendance of 50% of the seminar/laboratory activities, regardless of the delivery format. Course completion requires obtaining a final grade of at least 5 (five), with grading performed on a scale from 1 (one) to 10 (ten). Assessment is carried out through written examinations and applied activities, and students are required to address all components of each task (theoretical questions and/or practical applications) included in the assessment test, which has a duration of one hour. The project (individual or group-based) is presented orally within a time frame of 15–20 minutes per project, followed by the analysis, discussion and critical evaluation of the projects, allocated approximately 10 minutes per project. 			

11. Labels ODD (Sustainable Development Goals)²



² Keep only the labels that, according to the [Procedure for applying ODD labels in the academic process](#), suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „Not applicable.”.

Date:
10.09.2025

Signature of course coordinator

Professor Ștefan Dezsi, PhD

Signature of seminar coordinator

Professor Ștefan Dezsi, PhD

Date of approval:

...

Signature of the head of department

Professor Iulian-Horia Holobacă, PhD