



Lifelong  
Learning

How to use *“Developing a Competitive Health and Well-being Destination”*  
in teaching and continuing education

**Authors: Telle Tuominen and Susanna Saari**

**Link to the eHandbook:**

<http://julkaisut.turkuamk.fi/isbn9789522165404.pdf>

**Link to the Self-Assessment Tool (SAT):**

[http://julkaisut.turkuamk.fi/weldest\\_self-assessment\\_tool.xlsx](http://julkaisut.turkuamk.fi/weldest_self-assessment_tool.xlsx)

## Table of contents

Introduction .....	3
Outline to course design .....	4
Course design example 1.....	6
Ehandbook Chapter 2: The megatrend of health and well-being in tourism context .....	7
Assignment 1 .....	8
Ehandbook Chapter 3: Framework for health and well-being destination development .....	8
Ehandbook Chapter 4: Gaining competitive advantage at health and well-being destinations.....	9
Assignment 2 .....	11
Ehandbook Chapter 5: Destination management and development .....	12
Assignment 3 .....	14
Assignment 4 .....	16
Ehandbook Chapter 6: Developing your destination – self-assessment and development tool.....	17
Assignment 5 .....	17
Course design example 2.....	18

## Introduction

### Background to the project

Health, wellness and well-being is a megatrend affecting many levels of society, e.g., economy, culture and politics. Many consumers are fighting back, seeking better ways to take care of themselves, making life style changes, and taking a greater responsibility toward maintaining good health. This trend is also driving the growth of health and well-being tourism.

WelDest (Health and Well-being in Tourism Destination) is an EU Erasmus/LLP funded project (2012–2014). The aim of the project was to create an eHandbook and self-assessment tool to be used in educational activities and by public bodies, destination management organizations and private companies when developing the destination towards becoming a more holistic and sustainable health and well-being destination. The eHandbook titled “**Developing a Competitive Health and Well-being Destination**” and self-assessment tool to accompany it are based on primary research activities in five countries (52 stakeholder interviews, 784 customer surveys, national and international focus groups) and a review of existing earlier research on the topic (secondary research). The term health and well-being tourism is used as an umbrella term and at WelDest context covers the wide range of services from medical (reactive) to wellness (proactive) tourism services. The full WelDest research report is available as PDF at <http://weldest.blogspot.com>.

The project combined the expertise of 5 Higher Education Institutes, 10 industry and 15 associate partners from Austria, the Czech Republic, Finland, Germany, and the UK. The main research question was: “How can a destination be developed into a health and well-being destination”?

The aim of the eHandbook and this teacher material is to support the following:

- Lifelong learning; educational material with multidisciplinary approach for degree studies and for continuous education filling the gaps in the knowhow and skills of the current health and well-being trend for those working/aiming to work in the health and well-being tourism
- Promoting co-operation and knowledge transfer between higher education and health and well-being tourism industry in the form of case studies as well as practical suggestions to the industry.
- ICT based content, updating of education content with industry input, and contributing to the achievement of European Area of Higher Education.

## Outline to course design

This document includes suggestions on how to use the WelDest eHandbook in education activities. This course design includes examples for two different target groups:

1. Bachelor level (EQF level 6<sup>1</sup>) studies on advanced level (3<sup>rd</sup> year studies) or Master level (EQF level 7) basic studies (1<sup>st</sup> year studies) in hospitality, tourism, health tourism, health promotion, leisure, sport, business, wellness, spa, and beauty management or related fields. (See course design example 1) <sup>2</sup>
2. Continuous training to those already working at the above mentioned fields to learn and/or to update their level of knowledge and skills in management and development of a health and well-being tourism destination. (See course design example 2)

The “Developing a Competitive Health and Well-being Destination” eHandbook consists of an introduction and five text chapters:

1. Introduction
2. The megatrend of health and well-being in tourism context
3. Framework for health and well-being destination development
4. Gaining competitive advantage at health and well-being destinations
5. Destination management and development
6. Developing your destination – self-assessment and development tool

Chapters 2, 4 and 5 first outline the theoretical background to the topic followed by e.g., case studies, practical suggestions to the industry and links to further reading or videos. Chapter 3 introduces the WelDest framework model for understanding and developing a holistic health and well-being tourism destination, while all other chapters and sub-chapters examining one of the components in the WelDest framework model in more detail. The model together with the text that follows summarizes the WelDest project research activities. Chapter 6 introduces the self-assessment tool which can be used for assessing and developing a health and well-being tourism destination willing to become more holistic, sustainable and competitive.

---

<sup>1</sup> See European Qualifications Framework <http://ec.europa.eu/ploteus/en/content/descriptors-page>

<sup>2</sup> This example can also be used in adult / continuous education for those aiming at working on the above mentioned fields.

The content structure mentioned above enable the flexible use and ECTS<sup>3</sup> scope of the eHandbook and self-assessment tool. The examples 1 and 2 that follow are for guidance only and the teacher/tutor/trainer using this material can freely adapt the contents to enrich the learning experience with e.g. country/region/destination specific data, information and examples. In addition to the blended learning approach, the materials can be adapted to virtual learning or traditional class room environment. When this material is used in degree level, the evaluation and grading can be adapted according to the institution's own rules and guidelines.

---

<sup>3</sup> See European Credit Transfer and Accumulation System [http://ec.europa.eu/education/tools/ects\\_en.htm](http://ec.europa.eu/education/tools/ects_en.htm)

## Course design example 1

**Target group:** Bachelor/Master students

### **Purpose of the course:**

European Union promotes the development of sustainable, responsible and high-quality tourism as well as development of thematic destinations. Health, wellness and well-being is a growing megatrend, and a possibility to differentiate at company and destination level. The purpose of the course is to introduce the student to:

- the determinants and drivers of the health and well-being tourism trend and demand
- the WelDest framework model with the determinants of the health and well-being tourism destination competitiveness; endowed resources, health and well-being service supply and staff competencies, and how these are managed and developed at destination level.
- the case studies from different countries, which illustrate the above mentioned aspects from the health and well-being tourism industry and destination point of view
- the self-assessment tool aimed at assessing and developing a more holistic, sustainable and competitive health and well-being tourism destination

**Scope in ECTS:** 2–6 ECTS depending on:

- number of contact lessons
- number of discussion questions
- number of assignments and/or scope of the written report

2 ECTS (approximately 54 hours student work) version is a virtual learning implementation: the student studies the eHandbook independently chapter by chapter and returns his/her condensed answers to the discussion questions or the participating students discuss the questions on virtual discussion forum (e-debate).

6 ECTS (approximately 162 hours student work) version is a blended learning implementation: the student studies the eHandbook independently, but there are also supporting contact lessons opening the themes more extensive and illustrating them e.g. with regional or country specific examples. Discussion questions are dealt with during the lessons. In addition to contact lessons one or several study trips are also recommended. This teacher led part could be e.g., 60 hours student work. Students compose individual reports to the assignments 1–5 (e.g. 76 hours student work). Students present their assignment findings condensed (student work load for preparing the presentation estimated as 12 hours) for the group and conduct a peer review on nominated other student assignments in eLearning area (e.g. 14 hours student work).

### **Types of assignments:**

There are two types of assignments. The teacher can decide which language is used (English or mother-tongue). As tourism is an international industry an integration of language studies (e.g.

English) to the health and well-being tourism subject is encouraged. The teacher has to estimate the student work load depending on the choice of language used in assignments.

1. **Discussion questions** can be used in contact lessons or in the eLearning area to generate discussion (e-debate) and collaborative learning. There are some discussion questions for each sub chapter. The students should first read the sub chapter independently or the teacher lecture on the topic. The aim of the discussion questions is to learn to use the terms and concepts and to identify the occurrence of the topics/services discussed in a sub chapter in question in the local/regional/national environment. In order to generate a more lively discussion the teacher can give the discussion questions to the students already in advance and to ask them to prepare by searching information.
2. **Assignments** can be used for individual remote learning or as in-class group work to gain a deeper understanding of the topic. The students should first read the chapter pointed out or the teacher can lecture on the topic. In addition also other reading material can be recommended by the teacher. To get a deeper understanding a field trip (site inspection) to one or several existing/potential health and well-being destinations is highly recommended. An alternative to the field trip would be to conduct an interview with one or several destination managers or similar to be able to complete the assignment. The assignments require the students to apply the knowledge, draw conclusions and produce a written synthesis.

#### Learning outcomes and assignments:

The content, learning outcomes and assignments are introduced below based on eHandbook chapters.

#### eHandbook Chapter 2: The megatrend of health and well-being in tourism context

Content (see chapter 2)	Learning outcomes	Discussion questions
Determinants of health and well-being megatrend	To understand the determinants and drivers behind the health, wellness and well-being megatrend.  To identify occurrences of this megatrend in own country.	How the health, wellness and well-being megatrend is represented in your society?  How it is represented in tourism in your region/country?
Definitions of health and well-being destination	To recognise types of health, wellness and well-being tourism companies.  To recognize their specialisation on the continuum “Poor health – Optimal state of well-being”.  To recognize existing/potential	Do you have tourism destinations marketing themselves as health and well-being destinations in your region/country? If yes, please name the destinations. If not, please name destinations which have potential.  Which words/terms are used in your mother tongue when marketing

	health, wellness and well-being tourism destinations in one's own region/country.	different types of health, wellness and well-being tourism services?  How can the supply of the existing/potential health and well-being destinations in your region be positioned on the continuum "Poor health – Optimal state of well-being"?
Typical health and well-being consumers	To identify the main target groups (or the potential target groups) of the existing/potential health, wellness and well-being destinations in one's own region/country.	Who are the typical health and well-being consumers in your region/country (e.g. domestic/international, age, gender and family status, possible motivations of the clients)?

### Assignment 1

#### Analysing the health, wellness and well-being megatrend as well as its tourism demand

After becoming acquainted with chapter 2 and answering the discussion questions above, continue exploring the megatrend more detailed. Following questions can guide your work:

- Explore the library and its databases in your university. Which publications do you find about this megatrend? What are your main findings from those sources?
- What are the social, economic and political drivers globally and especially in your country contributing to this megatrend?
- What kind of tradition does your country/region have in health and well-being tourism? Can any changes be identified in the demand and supply during the last years in your region/country?

The length of the written report and the number of sources to be used is defined by the teacher depending on the scope of the course (ECTS).

#### eHandbook Chapter 3: Framework for health and well-being destination development

Content (see chapter 3)	Learning outcomes	Discussion questions
	To discuss the WelDest framework model and the interconnections between the entities in the model.  To identify the factors influencing the success of the model in the health and well-being tourism and how to apply	What are the key services of a health and well-being destination?  What is the role of nature, culture, authenticity and reputation in health and well-being tourism?  Discuss possible changes in social, economic, political, ecological or

	the model in practise.	<p>technological environment which have affected/can affect the development of a health and well-being tourism destination.</p> <p>How the organisation/actors responsible for destination management and development can utilize this model?</p>
--	------------------------	---

#### eHandbook Chapter 4: Gaining competitive advantage at health and well-being destinations

Content (see chapter 4)	Learning outcomes	Discussion questions
Endowed resources: nature, culture, reputation and authenticity	To identify existing and potential inherited pull factors from the health and well-being tourism point of view as well as describe the role of those factors in regional/national health and well-being destinations.	<p>Select some potential/existing health and well-being destinations in your region/country:</p> <p>What is the nature like in each of the destinations? What kind of natural assets do the destinations have, which are used/could be used as part of the health and well-being service supply?</p> <p>How the local/regional culture and authenticity are/could be represented in the supply?</p>
Provision of quality services enhancing health and well-being	<p>To classify health and well-being services.</p> <p>To identify the strengths of the existing service offerings in the own region/country.</p> <p>To discuss factors influencing the quality experience of health, wellness and well-being tourism customer.</p> <p>To discuss the rationale of quality programmes/systems.</p>	<p>Continue exploring the destinations you discussed above:</p> <p>Which types of health and well-being services the destinations are famous for (see the categorisation of the services in the sub chapter 4.2)?</p> <p>How is the supply spread across body, mind, spirit or holistic offerings?</p> <p>How is the supply spread across pro- and reactive services?</p> <p>Discuss the terms technical and functional quality – how would you explain the difference between these two terms? Choose a health and well-being service you know at least to some extent. Discuss what kind of technical and functional quality aspects of the service in question are</p>

		critical for customer satisfaction.
The role of staff: managerial and operational level	<p>To recognize the importance of company level vision and values as key drivers of human resources management</p> <p>To understand the importance of staff and training in delivering a quality service.</p>	<p>Please discuss the role of vision and values in health and well-being companies – how should they reflect on employee level?</p> <p>Please discuss the new training program in the case study 5 (Six Senses Hotels) – are there elements included that you could adapt to a hospitality organisation/company familiar to you?</p>
Seamless service chain	<p>To understand the terms ‘destination product’.</p> <p>To understand the concept of the ‘seamless service chain’,</p> <p>To understand the importance of stakeholders working together in order to provide a positive destination experience.</p>	<p>Discuss the term ‘destination product’ – what kind of tangible and intangible components are included in it in health and well-being tourism context?</p> <p>Discuss how a destination management organisation can be customer oriented when serving a client during different stages of the customer journey (see table 1 in chapter 4.4). How different service providers can contribute to a seamless service chain for the customer?</p>
Essentials in tourism business: customer orientation, hospitality and sustainability	<p>To explain the terms:</p> <ul style="list-style-type: none"> <li>• customer orientation</li> <li>• hospitality</li> <li>• sustainability</li> </ul> <p>in a company context.</p> <p>To interpret how these terms link to the destination level development.</p>	<p>Discuss the terms customer orientation, hospitality and sustainability in company context – what aspects do they cover? Give examples of tourism services with high level of customer orientation, hospitality and sustainability that you have experienced.</p> <p>Discuss the terms further in health and well-being tourism destination context – how different actors, e.g. destination tourism organisation, hospitality businesses, policy makers and inhabitants, can contribute to higher level of customer orientation, hospitable atmosphere and sustainability.</p>

## Assignment 2

### **Analysing the health and well-being destination product and the strengths and weaknesses of health and well-being destinations**

After becoming acquainted with chapter 4 and answering the discussion questions, please continue exploring the service supply and resources of chosen potential/existing health and well-being destinations in your region/country by using the Internet pages of the destinations, other relevant marketing materials, existing studies or, if possible, an interview or a study trip to the destinations.

The following questions can guide your work:

- Do the chosen destinations have nature/natural assets/attractive scenery/environment or cultural resources which give a comparative advantage for them?
- Compare the supply of special health and well-being services and facilities in those destinations. Analyse the spectrum of services: are there special resources or knowledge, which differentiate the destinations from each other?
- Do you find any nationally/internationally renowned health and well-being destinations in your region/country? If yes, on what is the reputation of these destinations based on?
- What kind of quality systems, sustainability practices or customer analyses or other types of research contributions you can find on health and well-being company/destination level in the chosen destinations? If none, please make suggestions.
- What kind of workforce development plans can you find at health and well-being company/destination level or what kind of education related to health and well-being tourism services is offered in the region where the chosen destinations locate? If none, please make suggestions.

The length of the written report and the number of sources to be used is defined by the teacher depending on the scope of the course (ECTS).

## eHandbook Chapter 5: Destination management and development

Content (see chapter 5.1)	Learning outcomes	Discussion questions
Organization for destination management and public-private network leadership	<p>To understand the importance of the existence of a managing organization in destination.</p> <p>To recognise the roles of destination management.</p> <p>To recognize the need for co-operation between different stakeholders.</p>	<p>Why a tourism destination has to be managed?</p> <p>What kind of roles does the management of a health and well-being destination include?</p> <p>What kind of organisations and actors can have a role in managing a tourism destination?</p> <p>Choose an existing/a potential health and well-being destination in your region/country and discuss who the key stakeholders are.</p> <p>Furthermore discuss who manages the destination – is there a destination management organisation (DMO)?</p> <p>How does the DMO and the key stakeholders work together?</p>
Understanding health tourism concepts and demand	<p>To understand the key health tourism concepts.</p> <p>To apply the continuums “wellness tourism – medical tourism” and “standard/generic supply – authentic/location-specific supply”</p>	<p>Take three existing/potential health and well-being destinations in your region/country and review the supply of some of the biggest service providers in each destination. Organize their supply according to the figure 13 in chapter 5.1.2. Which concepts dominate? Which lack? Are there additional concepts?</p>
Operational activities	<p>To identify the operational activities undertaken by DMOs</p> <p>To classify the operational activities e.g. under sales &amp; marketing activities, destination product development, visitor services, community relations and other activities.</p> <p>To understand how operational</p>	<p>Which activities are the most common operational activities carried out by a destination management organisation?</p> <p>Take an existing/potential health and well-being destination with a destination management organization: what kind of sales and marketing activities do you</p>

	activities contribute to destination success.	know/think it carries out?  How does the local DMO engage with the local community?
System for quality level evaluation and improvement at tourism destination level	<p>To identify dimensions of tangible products, facilities, infrastructure, and environment which affect the customer's overall experience of the destination.</p> <p>To identify dimensions of intangible elements e.g. in services, atmosphere, and visitor information which affect the customer's overall experience of the destination.</p>	<p>What quality and environmental systems for tourism companies or tourism destinations do you know?</p> <p>Discuss which indicators should be included in a quality aimed at evaluating the overall quality level of a health and well-being destination.</p> <p>Discuss the difficulty measuring the intangible elements affecting the quality experience.</p>

### Assignment 3

#### **Analysing the management structure of the health and well-being destination: a destination management organisation, other actors, leadership and co-operation as well as destination level operational activities and quality**

After becoming acquainted with chapter 5.1 and answering the discussion questions, please continue exploring the chosen potential/existing health and well-being destinations in your region/country from the destination management point of view by using the Internet pages of the destinations, other relevant marketing materials, existing strategies and studies, an interview or a study trip to the destinations.

The following questions can guide your work:

- What kind of organisation (legal form, form of finance) is in charge of marketing and/or management in each chosen destination?
- How the roles/responsibilities of those organisations are defined in each destination?
- How would you categorize the main stakeholders and their roles in destination management in each chosen destination? How and by which body is the co-operation between stakeholders fostered? If co-operation/collaboration/partnerships seem to be scanty, please make suggestions for improvement.
- What kind of operational activities does the destination management organisation carry out in the chosen destinations? If the activities vary, what might be the reasons for differences?
- Do the chosen destinations have a clear competitive advantage and if yes, do they emphasize it in their marketing and how?
- Are there quality systems at destination level or other attempts to monitor the destination level quality? If yes, what kind of systems/attempts and how are they implemented? Please make suggestions, if no attempts on destination level quality monitoring exist.

The length of the written report and the number of sources to be used is defined by the teacher depending on the scope of the course (ECTS).

Content (see chapter 5.2)	Learning outcomes	Discussion questions
Systematic participatory strategic destination planning	To understand the importance of linking tourism planning to broader strategic objectives.  To understand the benefits of doing long-term destination planning.  To discuss the contents of a destination tourism strategy	Please have a look at the table 5 in chapter 5.2 (process of regional development):  Discuss the relevance of each phase: why is each phase needed from the tourism destination development point of view?  Discuss the role of the destination management organisation, other

		health and well-being tourism stakeholders as well as other actors needed phase by phase in this process.
Brand identity development and management	<p>To understand the difference between the branding of destinations and other products.</p> <p>To understand the difference between destination image and destination brand.</p> <p>To explain the terms differentiation, positioning and branding in destination context and to describe how they are interlinked.</p> <p>To recognize phases in the branding process</p>	<p>What is the rationale behind branding a destination?</p> <p>The destination brand is called a network brand – how does it differ from a company or product brand? What implications does the character of a network brand have for the brand management?</p> <p>Choose an existing/potential health and well-being destination in your region/country: what kind of image do you have of that destination? Discuss what kind of destination brand identity does the chosen destination try to communicate? Do you find correspondence or differences between the destination brand identity and your image of the destination?</p>
Regional planning and policy making supporting health and well-being tourism as well as health promotion	To describe the interconnection between the health and well-being tourism destination development, health promotion and regional planning.	<p>Why should the tourism destination development planning be linked with other local/regional plans?</p> <p>What does health promotion mean? Why it is advisable that principles of health promotion are applied not only for tourists but also for the local community?</p>
Continues evaluation and development of infrastructure and service offerings	To explain why continuous evaluation and development of the infrastructure and services offered at the tourism destination are important in order to remain competitive in the changing health and well-being tourism environment.	Choose some famous tourism destinations in your country or abroad. The destinations could be very different (e.g. a sun, snow and a nature destination). Read the list of the ten most determinant attributes of destination competitiveness (chapter 5.2.4) and apply the attributes to those famous destinations – how well do you think the listed attributes explain the

		<p>success of those destinations?</p> <p>Go back to chapter 3 and the WelDest framework model there. Compare the above mentioned list of determinant attributes of destination competitiveness (generally relevant to any tourism destination) with the WelDest framework model:</p> <p>What kind of differences do you recognize?</p> <p>Interpret based on the WelDest framework model, which elements are especially relevant for the competitiveness of a health and well-being tourism destination?</p>
--	--	--

#### Assignment 4

#### **Analysing the tourism strategy process of a health and well-being destination: phases in the strategy process, content of the tourism strategy, evaluating and monitoring the progress in order to keep the destination competitive**

After becoming acquainted with chapter 5.2 and answering the discussion questions, please continue exploring the chosen potential/existing health and well-being destination(s) in your region/country from the destination development point of view by using the Internet pages of the destination(s), other relevant marketing materials, strategies of the destination(s) and region(s) the destinations belong to, existing studies, an interview or a study trip to the destination(s).

The following questions can guide your work:

- What kind of an organisation is responsible for creating and monitoring the destination tourism strategy? Which other actors participate in the strategy process and what is their role?
- Analyse a tourism strategy/master plan of an existing/potential health and well-being destination: vision, mission, values, goals, other content areas of the tourism strategy, timeframe, connections to other strategies/upper-level strategies like regional/national plans/strategies, evaluation and monitoring processes etc. What are the strengths of that strategy? What is missing or is vague?
- Discuss the destination's brand essence and identity based on the destination strategy, marketing materials and if possible by interviewing a person involved in brand management of the destination. You can use e.g. following criteria:

- uniqueness of the brand and how the brand communicates the unique selling propositions/unique local propositions of the destination
- consistency with the positioning (what is the desired image the destination wants to communicate to selected markets and how the benefits/solutions/services offered convey this desired image)
- quality of the destination, its services, facilities and infrastructure
- attractiveness and memorability of the characteristics/elements of the brand.

The length of the written report and the number of sources to be used is defined by the teacher depending on the scope of the course (ECTS).

### **eHandbook Chapter 6: Developing your destination – self-assessment and development tool**

Content (see chapter 6)	Learning outcomes	Discussion questions
	<p>To understand the link between the self-assessment tool and the WelDest framework model.</p> <p>To practise the use of the self-assessment tool in an existing/potential health and well-being destination context.</p>	<p>Read the indicators of the self-assessment tool section by section and the explanations connected to the tool. Discuss the indicators or terms you don't understand and try to find answers to them.</p>

#### **Assignment 5**

#### **Analysing the current situation and strengths/weaknesses of a chosen destination as well as indicating development needs and opportunities in order to become a more competitive, holistic and sustainable health and well-being tourism destination**

After becoming acquainted with chapter 6 and familiarizing with the self-assessment tool (S-A-T) and explanations connected to it, please make this assignment in a group of students and when possible with some representatives (e.g. a destination manager, a regional planner, a manager representing the health and well-being industry) from a chosen existing/potential health and well-being destination. This assignment has three main stages:

- Complete the excel sheets of the self-assessment tool by discussing and assessing the chosen destination indicator by indicator in a group.
- At the end analyse the “spider diagram” of the chosen destination: in which sections does the destination have the biggest strengths and where are the biggest development needs? To get a more detailed picture of the development needs, you can continue discussing the indicators where the destination got the lowest rates and try to arrange the development needs in the order of importance.
- Based on the findings from using the self-assessment tool create a development plan for the destination by categorizing the development needs according to a structure, which is/could be useful for those planning the development of the destination, e.g. order of importance, timeframes, organisations responsible.

The length of the written development plan/report and the allocation of the work between the students in group is defined by the teacher depending on the scope of the course (ECTS).

## Course design example 2

**Target group:** Persons working at / connected to (health and well-being) tourism destination development (e.g. DMO personnel, health related personnel, leisure and recreation related personnel, regional/destination level planners) and persons working at tourism and hospitality service provider companies (e.g. spas, hotels).

### Purpose of the continuous education:

- To introduce the participants the health and well-being tourism megatrend that affects the development of tourism destinations (see session points 4 and 5)
- To familiarize the participants to the WelDest development framework model (chapter 3)
- To learn to use the WelDest Self-assessment tool (S-A-T) in the continuous evaluation and development of the (health and well-being) tourism destination. At the same time to outline the present situation of an existing/potential health and well-being destination with a group of stakeholders (participants) connected to the management and development of the destination in question.

### Structure of the continuous education day (8 hours)

#### Morning session

1. Welcome and introduction of the group members (“elevator speech”,<sup>4</sup> max. 15min.)
2. Introduction to the health and well-being tourism megatrend (30 min)<sup>5</sup>
3. Getting familiar with the WelDest framework model (30 min)

#### *Break*

4. Key note: “Understanding contemporary destination management challenges” (30 min.)<sup>6</sup>
5. An insight to the tourism destination in question (e.g. introduction to current vision, target groups, visitor statistics and similar connecting to the afternoon session) (30 min)

---

<sup>4</sup> A short summary used to quickly and simply define a person, profession, product, service, organization or event and its value proposition.

<sup>5</sup> An expert/visitor lecturer to be used for points 2,3,and 4 e.g. from one of the WelDest project partners group, see <http://weldest.blogspot.fi/p/weldest-partners.html> for contact details

<sup>6</sup> This should be a key note to inspire thinking and evoke ideas within the audience.

*Lunch break*

Afternoon session<sup>7</sup> (work shop style approach using the S-A-T, timing and breaks flexible, but 3 to 5 is highly hours recommended):

6. Using of the self-assessment tool (chapter 6) with the group. Evaluation discussion around each section and each indicator to take place with the aim that a true percentage can be given to each indicator after a discussion.
7. Once the S-A-T is completed the final results, i.e. “spider diagrams”, should be analyzed by the whole group. Finally the group can:
  - a. decide how to continue working from here (e.g. time frame how and when) **OR**
  - b. draft a plan on the points of development at the destination

---

<sup>7</sup> The manager of the local DMO or an expert should be used to run this session e.g. from one of the WelDest project partners group, see <http://weldest.blogspot.fi/p/weldest-partners.html> for contact details. It is also advisable to have someone as a secretary to take the notes.