MGW2601 Tourism Planning Assignment 1:
Apply supply-led resource management techniques to tourism planning

Learning objectives assessed:
Objective 1 apply resource management techniques to tourism planning

Due date:
Thursday, 18 April 2013, 9:00 AM

Weighting:
20%

Word limit:
1,600 words

Task details:
Select three Victorian **National** Parks. Identify similarities and differences in the parks' recreational opportunities. Then use the Recreational Opportunity Spectrum (ROS) to develop an overarching tourism recreation plan for the three parks (a single pan for the three parks). Additionally, using the Department of Conservation's visitor markets create a visitor matrix for the ROS plan.

When selecting parks, importantly consider if Park Management Plans, or at least information about the park contents and available activities are accessible?

CHECK Moodle for assessment item tips (See Assignment 1 discussion list for instructions).

Recommended structure for the report (words suggested for each section in brackets):
Title Page
Profile Page
Executive Summary (150)
- Summarise the entire report's outcomes in the order presented
- Focus on the findings and recommendations
Table of Contents
List of Figures
List of Tables
Introduction (150)
- Introduce the report's conceptual context, objective and structure
Three Victorian National Parks (150)
- Select and briefly outline three of Victoria's **National** Parks
Recreational opportunity similarities and differences (200)
- Using a single table present the three parks' collective **settings** for **activity** opportunities
ROS Plan (400)
- Present the different recreation **experiential** 'zones' for the management of the collective three parks
Visitor Matrix (200)
- Using the Department of Conservation Visitor Markets, compared directly with the identified experience zones, create a visitor matrix
Recommendations (200)
- Provide recommendations to Parks Victoria for the implementation of the ROS plan and Visitor Matrix
Conclusion (150)
- Conclude the main point (singular) from each and every section of the report (in the order presented)
- Also provide an overall conclusion and the main point from the whole report
References
Self assessment copy of the marking rubric
Completed reviewer feedback form
Cover Sheet

Importantly, you must obtain reviewers' feedback on components of assignment using the marking rubric (does not need to be all facets). Obtain feedback at least **four** times. Keep up-to-date with the assignment, and obtain feedback regularly. At a minimum reviewers' feedback must be obtained from:
- A unit staff member at least once
- A Learning Skills Adviser at least once
- Fellow students at least two times (attempt to use a different student each time)

Provide evidence of the obtained feedback with: i) person feedback obtain from; ii) their position; iii) section of report; iv) brief overview of feedback provided; v) confirmation rubric used; vi) reviewer's signature; and vii) date of review (see last page).

Submission details:
Before submitting work please complete the following checklist:
- ☐ There are no spelling mistakes in my assignment (also check word choice)

☐ There are no grammatical mistakes in my assignment
☐ All referencing in my assignment is complete and appropriate
☐ Using the assignment's marking rubric, I have self-assessed the assignment, and have included the assessed rubric
☐ I have read and completed assignment Cover Sheet, and submitted it

Finally, make sure the correct assignment is being submitted (i.e. not a draft copy), and that the assignment has been submitted.

The assignment must be submitted through MUSO (electronically) by 9.00am on the due date.

Assignments will be provided back with a grade only.

Explicitly consider your graduate attributes and your demonstration of them:

University graduate attributes	The Bachelor of Business and Commerce graduate will:	Fails to meet requirements	Meets requirements	Exceeds requirements	Marking rubric reference
Our graduates will: 1. be critical and creative scholars who: • produce innovative solutions to problems • apply research skills to business challenges • communicate effectively and perceptively	1.1 Produce innovative solutions to problems	Demonstrates limited or no attempt to identify or solve problems where appropriate.	Demonstrates a sound ability to identify and solve problems where appropriate.	Demonstrates excellence in identifying and solving problems where appropriate.	A, E, F
	1.2 Apply research skills to business challenges	Demonstrates limited or no ability to analyse issue/s using appropriate theory and evidence.	Demonstrates sound ability to analyse the issue/s, with appropriate theory and evidence.	Demonstrates excellence in analysing the issue/s with appropriate theory and evidence.	B, C, E
	1.3 Communicate effectively and perceptively	Presents a poor, written response that fails to provide a clear, coherent argument or follows academic conventions.	Presents a sound, written response that provides a clear, coherent argument and follows academic conventions.	Presents an excellent, written response that provides a clear, coherent argument and follows academic conventions.	E, F
2. be responsible and effective global citizens who: • engage in an internationalised world • exhibit cross cultural • competence • demonstrate ethical values	2.1 Engage in an internationalised world	Does not recognise the relevant, international context under consideration.	Makes sound reference to the relevant, international context under consideration.	Makes comprehensive reference to the relevant, international context under consideration.	A, B, C, E, F
	2.2 Exhibit cross cultural competence	Does not recognise cross-national factors in relation to the issue/s under consideration.	Makes sound reference to the relevant, cross-national factors in relation to the issue/s under consideration.	Makes comprehensive reference to the relevant, cross-national factors in relation to the issue/s under consideration.	A, B, C, E, F
	2.3 Demonstrate ethical values	Does not recognise the relevant, ethical dimensions of the issue/s under consideration.	Makes sound reference to the relevant, ethical dimensions of the issue/s under consideration.	Makes comprehensive reference to the relevant, ethical dimensions of the issue/s under consideration.	A, B, C, E, F
3. have a comprehensive understanding of their discipline and be able to provide discipline based solutions relevant to the business, professional and public policy communities we serve	3.1 Demonstrate a depth of understanding of the discipline that facilitates problem solving	Demonstrates limited ability to generate, understand or apply theory that underpins this discipline.	Demonstrates sound ability to generate, understand or apply theory that underpins this discipline.	Demonstrates excellent ability to generate, understand and apply theory that underpins this discipline.	E, F
	3.2 Have the capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates limited capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates good capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates excellent capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	E, F

MGW2601 Assignment 1 Marking Criteria

Student Name: _____ Student ID: _____

Marker: _____

	Levels of Student Achievement			
Facet of Inquiry ↓	**Level 0** *Students research at an unacceptable level*	**Level 1** *Students research at the level of a closed inquiry and require a high degree of structure/guidance*	**Level 2** *Students research at the level of a closed inquiry and require some structure/ guidance*	**Level 3** *Students research independently at the level of a closed inquiry*
A. Students embark on inquiry and so determine a need for knowledge/ understanding.	Identifies some peripheral or duplicated arguments as key	Identifies key argument based on limited sources	Identifies key arguments based on some sources	Identifies key arguments utilising several sources
B. Students find/generate needed information/data using appropriate methodology.	In addition to the reading list, no sources were collected	In addition to the reading list, sources were collected, but not appropriate to the assignment	In addition to the reading list, appropriate sources to the assignment were collected	In addition to the reading list, a range of appropriate sources to the assignment were collected
C. Students critically evaluate information/ data and the process to find/generate this information/data.	No evaluation of relevance and credibility of sources used	Occasional evaluation of relevance and credibility of sources used	Most sources' relevance and credibility evaluated	Full evaluation the relevance and credibility of sources used
D. Students organise information collected/generated.	Lack of structure	Used structure, though contents in wrong sections • Or vice versa	Mostly well structured, and contents mostly in correct sections	Well structured, and contents in correct sections
	Lack of coherence within and between sections	Coherence between but not within sections • Or vice versa	Mostly coherent between and within sections	Coherence between and within sections
E. Students synthesise and analyse and apply new knowledge.	Presents report specific ideas but are separated according to source	Occasionally combines and integrates report specific ideas from different sources	Mostly combines and integrates report specific ideas from different sources	Combines and integrates report specific ideas from different sources
	Inaccuracies or misinterpretations of ideas prevalent	Occasionally accurately reflects sentiment portrayed in the original sources	Mostly accurately reflects sentiment portrayed in the original sources	Accurately reflects sentiment portrayed in the original sources
	Student only voice (literature not cited), or Literature only voice	Literature rarely cited, or Student voice lost in the literature	Student voice restricted by or replicating the literature	Student voice with support from a range of sources
	Non-evident or inappropriate ROS and visitor matrix outcomes	Occasionally evident and appropriate ROS and visitor matrix outcomes	Mostly evident and appropriate ROS and visitor matrix outcomes	Evident and appropriate ROS and visitor matrix outcomes
	Largely inappropriate inconcise recommendation actions	Occasionally appropriate concise recommendation actions	Mostly appropriate concise recommendation actions	Appropriate concise recommendation actions
	Recommendations not clarified and justified	Recommendations occasionally clarified and justified	Recommendations mostly clarified and justified	Recommendations clarified and justified
	Does not conclude findings • For example, conclusion either re-introduces structure or content	Concludes the main point from each and every section, and the overall and main concluding points, yet: • Not concise, and • Misses sections or concluding points	Concludes the main point from each and every section, and the overall and main concluding points, yet: • Not concise, or • Misses sections or concluding points	Concisely concludes the main point from each and every section, and the overall and main concluding points
F. Students communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues.	Titles and headings do not reflect contents	Titles and headings occasionally reflect contents and are clear	Titles and headings mostly reflect contents and are clear	Title and headings succinctly reflect contents and are clear
	Use of lay language and or inappropriate genre for report audience	Occasionally use of language of discipline and appropriate genre for report audience	Mostly use of language of discipline and appropriate genre for report audience	Use of language of discipline and appropriate genre for report audience
	Presentation format and style not appropriate for report audience	Presentation format and style occasionally appropriate for report audience	Presentation format and style mostly appropriate for report audience	Presentation format and style appropriate for report audience
	Acknowledgement of most sources, in text and in reference list	Acknowledgement of all sources, in text and in reference list	Full and mostly correct acknowledgement of all sources, in text and in reference list	Full and correct acknowledgement of all sources, in text and in reference list

Feedback

What is feedback?

- Feedback is basically any advice that is to enhance (change) current and future performance (action) based on past or current evidence. NOTE past evidence may be from previous or other students completing the task. Largely, feedback should really be interpreted as *feed-forward*, advice for continuing enhanced performance
- Feedback is generally thought of in two ways – formative and summative
  - Formative feedback is obtain whilst forming knowledge (whilst working on an assignment)
    - Attempt to maximise this feedback – take active steps to obtain formative feedback
  - Summative is obtained when summing up knowledge (in response to submitted assignments)
    - From all assignments, review and identify what needs to be improved, and how to improve it
  - NOTE all feedback, at least in part, is formative – for future assignments
- Feedback will be obtained in many ways
  - Solicited feedback – when you ask a question (may not be a direct response to your original question). You may ask questions of people, or things, such as marking rubrics.
  - Unsolicited feedback – when advice is provided without you asking a question
- Feedback may be in many forms
  - Assignment instructions and marking rubrics
  - MUSO postings
  - Class announcements
  - Comments in class
  - Comments on submitted assignments
  - Comments on draft assignments…

Plan to Get Feedback

As well as your own self-assessment to identify points needing enhancements, you may also find it very beneficial to get feedback from other sources.

When obtaining feedback from other sources it is very important that they **use the marking rubric** to guide their comments. Some important points for obtaining effective feedback and enhancing the assignment:

- Review the marking rubric first and identify what facet you would like feedback on
  - For example, do you want feedback on evidence of 'finding and generating information'
- Select appropriate people to provide feedback
  - Someone with high engagement levels in university
  - For example, a learning skills adviser, a librarian, fellow students, your tutor and lecturer
- Get feedback early
  - Get feedback as parts are being worked on – do not wait until the assignment is completed, and then find out you need to revise most of it
  - For example, in your assignment preparation plan, include dates to get feedback from someone (different) every week
- Select the assignment aspect to obtain feedback on
  - Select the section that best represents evidence of a facet
  - Everyone providing feedback is very busy, and so will generally only provide feedback on a part of the assignment, rather than the complete work
  - For example, the second page of Section 3
- Design questions to obtain specific and directed feedback
  - Consider what specific feedback you need, and ask for it
  - For example, 'does this evidence evaluation of sources relevance and credibility?'
- Record, reflect and clarify feedback
  - Write down the feedback received, repeat the feedback to the person giving it to make sure you have interpreted correctly, and make sure if you are unsure about specific feedback ask for further clarification
  - For example, 'if two authors share the same point, just note the point once, and include both sets of authors in the reference at the end of the sentence'.
- Create a plan to use the feedback
  - Write a plan for what you will do with the feedback – the plan to replicate the feedback for other unseen sections of the assignment, and future assignments
  - For example, when referencing, always include the reference in the sentence where it was actually used
- Use the feedback
  - Put the plans into action and actually apply the feedback to the current and future assignments

MGW2601 Reviewer Feedback

Reviewer 1	
Position	
Section(s) reviewed	
Overview of feedback	
Rubric used	YES　　　　　NO
Signature:	Date:

Reviewer 2	
Position	
Section(s) reviewed	
Overview of feedback	
Rubric used	YES　　　　　NO
Signature:	Date:

Reviewer 3	
Position	
Section(s) reviewed	
Overview of feedback	
Rubric used	YES　　　　　NO
Signature:	Date:

Reviewer 4	
Position	
Section(s) reviewed	
Overview of feedback	
Rubric used	YES　　　　　NO
Signature:	Date:

Thematic Referencing: To be the Best

To get better marks you should attempt to use **_thematic referencing_**. Thematic referencing requires timely preparation and targeted note taking. For efficient thematic referencing, start with analysing your assessment item – use the assignment instructions AND the marking rubric to analyse the assignment. What will the sections be, and what do you need to discuss in each section. Check your understanding with your tutor, lecturer or Learning Skills Adviser. Note the sections and discussion needs in a table, down the left side (in order). For example, in an essay for small business manager training needs:

Sections	Smith (2010)	Wang (1985)	Jones & Keel (1989)	Janns (2001)	Zhang & Wei (2007)	Peebles (2001)	Foctor (1998)	Jones & Wang (2008)
Introduction Small business training needs	Small business managers need training (134-136)	Training needs vary in small businesses (204)	Small business managers don't have enough training (2)	Most important small business training need is HRM (5)	Small businesses around the world have similar training needs (45)	Small business managers don't have time for off-site training (276-277)	Small business managers need training (89)	Small business managers need HRM training (23-25)
Definitions Small business Manager training								
Two theories								
Case example								
Findings for future cases								
Conclusion								

Now, start your reading. Start with the textbook and directed readings. Keeping the sections and discussion points in mind, when you come across something that is relevant, in your own words, note the theme of what the author wrote. Write this theme in the table, and note the page number you got the information from. It may be that the identified theme actually comes from two pages of the chapter, then note the range of pages. As you get more experienced, your themes will come from larger ranges of pages. The pages numbers help if you need further clarification of the noted theme – you know where to go back and look. As the notes are already in your own words, you have a greater chance of avoiding plagiarism (as long as you still acknowledge the sources). Now the idea for thematic referencing is to identify the themes across the rows, and present these, again in your own words. When a theme emerges, make sure you also note the sources where the theme emerged. For example:

Small business managers need training (Jones & Keel, 1989; Foctor, 1998; Smith, 2010), though it is noted that they do not have time to undertake off-the-job opportunities (Peebles, 2001). Nonetheless, whilst some note that small business training needs vary (Wang, 1985); a theme of common training needs is emerging (Zhang & Wei, 2007). The most important training need for small business managers has been identified as human resource management (Janns, 2001; Jones & Wang, 2008). In this context, this essay will discuss the human resource training opportunities for small business managers. ...

As you complete your readings, hopefully some sources will be useful for a number of sections, and will have multiple notes down each column. You should also see that the left column will present words to enter into your search databases. Finally, the table, during preparation will also indicate where you need further resources to support your work – where there are a large number of gaps in a row, this indicates that you may need further sources.

Once your assignment is completed (final draft), it is a great to get someone else to proof read your assignment. Importantly, from the proof reading make the needed changes.

Signposting: To be the Best

An effective assignment is one that presents the 'story' clearly and concisely. To assist with clarity, and particularly for the reader, it is important to follow the three-part rule:

1) Tell them what you are going to tell them
2) Tell them, and
3) Tell them what you told them

We should see that these three parts match the introduction, body and conclusion of an essay, though is also evident in other assignment types. Importantly, with the three-part rule it is necessary to tell the reader where they are along the story path. The introduction creates a **map** for the story's journey, the body is the **journey**, and the conclusion is the photos or **recollections** from the journey.

So, what is signposting? Signposting is providing clear markers for the reader to indicate where they are along the story journey, in direct relation to the introductory map. Just as on a road trip we often know where we are due to the signposts we see along the way, and where we are going (especially important for those indicating a change of direction).

How do I signpost? Signposting is largely completed using consistent keywords. When introducing the assignment, we will use keywords to indicate the coming story journey. For example in the third part of the introduction (after introducing the conceptual context and the assignment's objective), the structure of the assignment is introduced:

To achieve the objective this report will be presented in five sections. First definitions and understanding of small business manager training will be synthesised. Second, two theories of management training will be compared. Third, a case example of a local small business manager's attempt for training is presented. Fourth, findings for future cases of manager training are derived. Finally, the main points from the report are presented in the conclusion.

The next section will then use the keywords in the very first sentence, for example:
*This section will **synthesise definitions and understanding of small business manager training**.*
At the end of the section, again these keywords will be used, whilst presenting outcomes of the discussion, for example:
*The **understanding of small business manager training can be synthesised** into discipline categories, including HRM, accounting and marketing, and into location, including on-the-job and off-site training.*

The use of these consistent keywords has marked the beginning and end of this part of the journey for the reader.

The next section will then start using keywords from the introduction, for example:
*Mintzberg's (1985) and Porter's (1998) **theories of management training will be compared** in this section.*
And end with the keywords, for example:
*The **two theories of management training** are very similar, except for Mintzberg's (1985) emergent skill development needs, compared with Porter's (1998) explicit skill development needs.*

Within sections, if they have titles or not, then the keywords of that section (not necessarily all the section's keywords), will be used at the beginning and end of each paragraph. Not only does this signal we are still at that part of the story, though it also makes that paragraph relevant to the story.

By completing this mapping and signposting process you will not only enhance the clarity for readers, though should also see your understanding of the concepts being discussed increase. Additionally, the last sentence of each of these sections is a very useful starting point in the preparation of an Executive Summary (or an abstract). These final sentences include the keywords and the section's main outcomes. Thus, copy these to the executive summary, and remember to revise them so that they flow with the summary sentences from the other sections.

Once your assignment is completed (final draft), it is a great to get someone else to proof read your assignment. Importantly, from the proof reading make the needed changes.