MGW2601 Tourism Planning Assignment 2:

Analyze the macro and micro contexts for demand-led tourism planning

Learning objectives assessed:
Objective 2 analyse the macro to micro contexts of tourism planning

Due date:
Thursday, 16 May 2013, 9:00 AM

Weighting:
40%

Word limit:
3,200 words

Task details:
Analyze the macro environment for trends and identify a tourism opportunity that will benefit from these trends. Then, for this opportunity, short-list Tourism Victoria’s best suited marketing regions. Using a core resource analysis, identify the most appropriate region. In the selected region implement a Porter’s Five Forces analysis for the opportunity’s competitive environment. Analyse the results to provide recommendations for a potential new business entrant.

There are three primary decisions, which need to be explicitly made.

1) The opportunity that will respond to the macro implications
2) The region best suited to provide the opportunity
3) The profitability of the opportunity’s competitive environment in the selected region

These are each interpreted from the results of the three analysis techniques.

CHECK MUSO for assessment item tips (See Assignment 2 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
Title Page
Profile Page
Executive Summary (200)
• 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
PEST Analysis (500)
• Using a single table identify macro events, macro trends and implications for tourist demand
Tourism Opportunity (500)
• Identify a tourism opportunity, and its core resources, which will benefit from and respond directly to these tourism market demand implications
• This is the first big decision – make it explicit
Tourism Region Short-List (250)
• Short-list and briefly outline the 3 or 4 best suited Tourism Victoria marketing regions for the opportunity (this is an elimination process – eliminate regions that do not have the necessary resources)
Core Resource Analysis (500)
• For each of the 3 or 4 short-listed regions, in a table, analyse the existence and favourability of the all of the other core resources, and select the most appropriate region to support the opportunity
• This is the second big decision – make it explicit
Porters’ Five Forces Analysis (500)
• In the selected region, analyse Porter’s Five Forces for opportunity’s competitive environment
• This is the third big decision – make it explicit
Recommendations (400)
• Using a SWOT analysis as a foundation and director, identify the appropriate strategy and provide recommendations for a potential new business entrant in the region’s sector
Conclusion (200)
• 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).

**Word limit:**
3,200 words

**Due date:**
Week 10, Monday at 9.00am

**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:

<table>
<thead>
<tr>
<th>University graduate attributes</th>
<th>The Bachelor of Business and Commerce graduate will:</th>
<th>Fails to meet requirements</th>
<th>Meets requirements</th>
<th>Exceeds requirements</th>
<th>Marking rubric reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>1.1 Produce innovative solutions to problems</td>
<td>Demonstrates limited or no attempt to identify or solve problems where appropriate.</td>
<td>Demonstrates a sound ability to identify and solve problems where appropriate.</td>
<td>Demonstrates excellence in identifying and solving problems where appropriate.</td>
<td>A, E, F</td>
</tr>
<tr>
<td></td>
<td>1.2 Apply research skills to business challenges</td>
<td>Demonstrates limited or no ability to analyse issue/s using appropriate theory and evidence.</td>
<td>Demonstrates sound ability to analyse the issue/s, with appropriate theory and evidence.</td>
<td>Demonstrates excellence in analysing the issue/s with appropriate theory and evidence.</td>
<td>B, C, E</td>
</tr>
<tr>
<td></td>
<td>1.3 Communicate effectively and perceptively</td>
<td>Presents a poor, written response that fails to provide a clear, coherent argument or follows academic conventions.</td>
<td>Presents a sound, written response that provides a clear, coherent argument and follows academic conventions.</td>
<td>Presents an excellent, written response that provides a clear, coherent argument and follows academic conventions.</td>
<td>E, F</td>
</tr>
<tr>
<td>2. be responsible and effective global citizens who:  • engage in an internationalised world  • exhibit cross cultural competence  • demonstrate ethical values</td>
<td>2.1 Engage in an internationalised world</td>
<td>Does not recognise the relevant, international context under consideration.</td>
<td>Makes sound reference to the relevant, international context under consideration.</td>
<td>Makes comprehensive reference to the relevant, international context under consideration.</td>
<td>A, B, C, E, F</td>
</tr>
<tr>
<td></td>
<td>2.2 Exhibit cross cultural competence</td>
<td>Does not recognise cross-national factors in relation to the issue/s under consideration.</td>
<td>Makes sound reference to the relevant, cross-national factors in relation to the issue/s under consideration.</td>
<td>Makes comprehensive reference to the relevant, cross-national factors in relation to the issue/s under consideration.</td>
<td>A, B, C, E, F</td>
</tr>
<tr>
<td></td>
<td>2.3 Demonstrate ethical values</td>
<td>Does not recognise the relevant, ethical dimensions of the issue/s under consideration.</td>
<td>Makes sound reference to the relevant, ethical dimensions of the issue/s under consideration.</td>
<td>Makes comprehensive reference to the relevant, ethical dimensions of the issue/s under consideration.</td>
<td>A, B, C, E, F</td>
</tr>
<tr>
<td>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</td>
<td>3.1 Demonstrate a depth of understanding of the discipline that facilitates problem solving</td>
<td>Demonstrates limited ability to generate, understand or apply theory that underpins this discipline.</td>
<td>Demonstrates sound ability to generate, understand or apply theory that underpins this discipline.</td>
<td>Demonstrates excellent ability to generate, understand and apply theory that underpins this discipline.</td>
<td>E, F</td>
</tr>
<tr>
<td></td>
<td>3.2 Have the capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.</td>
<td>Demonstrates limited capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.</td>
<td>Demonstrates good capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.</td>
<td>Demonstrates excellent capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.</td>
<td>E, F</td>
</tr>
<tr>
<td>Facet of Inquiry</td>
<td>Level 0</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------------------------</td>
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<tr>
<td>A. Students embark on inquiry and so determine a need for knowledge/understanding.</td>
<td>Students research at an unacceptable level</td>
<td>Identifies some peripheral or duplicated arguments as key</td>
<td>Identifies key argument based on limited sources</td>
<td>Identifies key arguments based on some sources</td>
<td></td>
</tr>
<tr>
<td>B. Students find/generate needed information/data using appropriate methodology.</td>
<td>In addition to the reading list, no sources were collected</td>
<td>In addition to the reading list, sources were collected, but not appropriate to the assignment</td>
<td>In addition to the reading list, appropriate sources to the assignment were collected</td>
<td>In addition to the reading list, a range of appropriate sources to the assignment were collected</td>
<td></td>
</tr>
<tr>
<td>C. Students critically evaluate information/data and the process to find/generate this information/data.</td>
<td>No evaluation of relevance and credibility of sources used</td>
<td>Occasional evaluation of relevance and credibility of sources used</td>
<td>Most sources’ relevance and credibility evaluated</td>
<td>Full evaluation the relevance and credibility of sources used</td>
<td></td>
</tr>
<tr>
<td>D. Students organise information collected/generated.</td>
<td>Lack of structure</td>
<td>Used structure, though contents in wrong sections • Or vice versa</td>
<td>Mostly well structured, and contents mostly in correct sections</td>
<td>Well structured, and contents in correct sections</td>
<td></td>
</tr>
<tr>
<td>E. Students synthesise and analyse and apply new knowledge.</td>
<td>Presents report specific ideas but are separated according to source</td>
<td>Occasionally combines and integrates report specific ideas from different sources</td>
<td>Mostly combines and integrates report specific ideas from different sources</td>
<td>Combines and integrates report specific ideas from different sources</td>
<td></td>
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<tr>
<td></td>
<td>Inaccuracies or misinterpretations of ideas prevalent</td>
<td>Occasionally accurately reflects sentiment portrayed in the original sources</td>
<td>Mostly accurately reflects sentiment portrayed in the original sources</td>
<td>Accurately reflects sentiment portrayed in the original sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student only voice (literature not cited), or Literature only voice</td>
<td>Literature rarely cited, or Student voice lost in the literature</td>
<td>Student voice restricted by or replicating the literature</td>
<td>Student voice with support from a range of sources</td>
<td></td>
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<tr>
<td></td>
<td>Non-evident or inappropriate PEST, core resources and Porter’s analyses outcomes</td>
<td>Occasionally evident and appropriate PEST, core resources and Porter’s analyses outcomes</td>
<td>Mostly evident and appropriate PEST, core resources and Porter’s analyses outcomes</td>
<td>Evident and appropriate PEST, core resources and Porter’s analyses outcomes</td>
<td></td>
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<tr>
<td></td>
<td>Largely inappropriate concise recommendation actions</td>
<td>Occasionally appropriate concise recommendation actions</td>
<td>Mostly appropriate concise recommendation actions</td>
<td>Appropriate concise recommendation actions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommendations not clarified and justified</td>
<td>Recommendations occasionally clarified and justified</td>
<td>Recommendations mostly clarified and justified</td>
<td>Recommendations clarified and justified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not conclude findings • For example, conclusion either re-introduces structure or content</td>
<td>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</td>
<td>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</td>
<td>Concisely concludes the main point from each and every section, and the overall and main concluding points</td>
<td></td>
</tr>
<tr>
<td>F. Students communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues.</td>
<td>Titles and headings do not reflect contents</td>
<td>Titles and headings occasionally reflect contents and are clear</td>
<td>Titles and headings mostly reflect contents and are clear</td>
<td>Title and headings succinctly reflect contents and are clear</td>
<td></td>
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<td></td>
<td>Use of lay language and or inappropriate genre for report audience</td>
<td>Occasionally use of language of discipline and appropriate genre for report audience</td>
<td>Mostly use of language of discipline and appropriate genre for report audience</td>
<td>Use of language of discipline and appropriate genre for report audience</td>
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<td></td>
<td>Presentation format and style not appropriate for report audience</td>
<td>Presentation format and style occasionally appropriate for report audience</td>
<td>Presentation format and style mostly appropriate for report audience</td>
<td>Presentation format and style appropriate for report audience</td>
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<tr>
<td></td>
<td>Acknowledgement of most sources, in text and in reference list</td>
<td>Acknowledgement of all sources, in text and in reference list</td>
<td>Full and mostly correct acknowledgement of all sources, in text and in reference list</td>
<td>Full and correct acknowledgement of all sources, in text and in reference list</td>
<td></td>
</tr>
<tr>
<td>Reviewer 1</td>
<td>Position</td>
<td>Section(s) reviewed</td>
<td>Overview of feedback</td>
<td>Rubric used</td>
<td>YES</td>
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<tr>
<td>Reviewer 2</td>
<td>Position</td>
<td>Section(s) reviewed</td>
<td>Overview of feedback</td>
<td>Rubric used</td>
<td>YES</td>
</tr>
<tr>
<td>Reviewer 3</td>
<td>Position</td>
<td>Section(s) reviewed</td>
<td>Overview of feedback</td>
<td>Rubric used</td>
<td>YES</td>
</tr>
<tr>
<td>Reviewer 4</td>
<td>Position</td>
<td>Section(s) reviewed</td>
<td>Overview of feedback</td>
<td>Rubric used</td>
<td>YES</td>
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</tbody>
</table>