

MGW2601 Tourism Planning Assignment 2:

Analyse 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:

Analyse 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:

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 2 Marking Criteria

Student Name: _____ Student ID: _____

Marker: _____

Facet of Inquiry ↓	Levels of Student Achievement			
	Level 0 <i>Students research at an unacceptable level</i>	Level 1 <i>Students research at the level of a closed inquiry and require a high degree of structure/guidance</i>	Level 2 <i>Students research at the level of a closed inquiry and require some structure/guidance</i>	Level 3 <i>Students research independently at the level of a closed inquiry</i>
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 PEST, core resources and Porter's analyses outcomes	Occasionally evident and appropriate PEST, core resources and Porter's analyses outcomes	Mostly evident and appropriate PEST, core resources and Porter's analyses outcomes	Evident and appropriate PEST, core resources and Porter's analyses 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	Concise 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

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:	