

## **MGW3521 Tourist Communication Assignment 1:**

Distinguish and analyse models and theories of tourist motivation

### **Learning objectives assessed:**

Objective 2: to distinguish and analyse models and theories of tourist motivation

### **Due date:**

Tuesday, 16 April 2013, 9:00 AM

### **Weighting:**

30%

### **Word limit:**

1,800 words

### **Task details:**

Using tourist motivation models and or theories, discuss how a destination may best influence potential tourists' motivations to visit.

### **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"> <li>• produce innovative solutions to problems</li> <li>• apply research skills to business challenges</li> <li>• communicate effectively and perceptively</li> </ul>	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"> <li>• engage in an internationalised world</li> <li>• exhibit cross cultural competence</li> <li>• demonstrate ethical values</li> </ul>	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



# MGW3521 Assignment 1 Marking Criteria

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Marker: \_\_\_\_\_

↓ Facet of Inquiry	<b>Level I</b> Students research at the level of a <b>closed inquiry*</b> and require a <b>high degree of structure/guidance</b>	<b>Level II</b> Students research at the level of a <b>closed inquiry*</b> and require <b>some structure/guidance</b>	<b>Level III</b> Students research <b>independently</b> at the level of a <b>closed inquiry*</b>	<b>Level IV</b> Students research at the level of an <b>open inquiry*</b> within <b>structured guidelines</b>
1. Students <b>embark</b> on inquiry and so <b>determine a need</b> for knowledge/ understanding	<ul style="list-style-type: none"> <li>• Inconcise, illogical and unsupported justification for investigating tourist motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Concise, logical or supported justification for investigating tourist motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly concise, logical and well supported justification for investigating tourist motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Concise, logical and well supported justification for investigating tourist motivation</li> </ul>
2. Students <b>find/generate</b> needed information/ data using appropriate methodology	<ul style="list-style-type: none"> <li>• Sources collected               <ul style="list-style-type: none"> <li>○ Only from reading list, or</li> <li>○ Key readings from the reading list not used</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate sources collected               <ul style="list-style-type: none"> <li>○ Including key readings from the reading list, and</li> <li>○ Occasionally from beyond the reading list</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A range of appropriate sources collected               <ul style="list-style-type: none"> <li>○ Including key readings from the reading list, and</li> <li>○ Some from beyond the reading list</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A range of appropriate sources collected               <ul style="list-style-type: none"> <li>○ Including key readings from the reading list, and</li> <li>○ Most from beyond the reading list</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Have used one, or predominantly one, motivational theory or model</li> </ul>	<ul style="list-style-type: none"> <li>• Have used two, or predominantly two, motivational theories or models</li> </ul>	<ul style="list-style-type: none"> <li>• Have used three, or predominantly three, motivational theories or models</li> </ul>	<ul style="list-style-type: none"> <li>• Have used four, or predominantly four, motivational theories or models</li> </ul>
3. Students <b>critically evaluate</b> information/ data and the process to find/ generate that information/ data	<ul style="list-style-type: none"> <li>• Have not identified appropriate information</li> </ul>	<ul style="list-style-type: none"> <li>• Identified appropriate information for the objective, though not used in appropriate sections</li> </ul>	<ul style="list-style-type: none"> <li>• Identified and used appropriate information for the objective in appropriate sections</li> </ul>	<ul style="list-style-type: none"> <li>• Identified and used appropriate information for the objective in appropriate sections, from beyond the directed material</li> </ul>
	<ul style="list-style-type: none"> <li>• No evaluation of relevance and credibility of sources used</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional evaluation of relevance and credibility of sources used</li> </ul>	<ul style="list-style-type: none"> <li>• Most sources' relevance and credibility evaluated</li> </ul>	<ul style="list-style-type: none"> <li>• Full evaluation of the relevance and credibility of sources used</li> </ul>
4. Students <b>organise</b> information collected/ generated	<ul style="list-style-type: none"> <li>• Used suggested structure, though contents in wrong sections</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally used suggested structure and contents in right sections</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly used suggested structure and contents in right sections</li> </ul>	<ul style="list-style-type: none"> <li>• Used suggested structure, and contents in right sections</li> </ul>
	<ul style="list-style-type: none"> <li>• Coherence between but not within sections               <ul style="list-style-type: none"> <li>○ Or vice versa</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally coherent between and within sections</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly coherent between and within sections</li> </ul>	<ul style="list-style-type: none"> <li>• Coherence between and within sections</li> </ul>
5. Students <b>synthesise and analyse</b> and <b>apply</b> new knowledge	<ul style="list-style-type: none"> <li>• Presents essay specific ideas but are separated according to source</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally combines and integrates essay specific ideas from different sources</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly combines and integrates essay specific ideas from different sources</li> </ul>	<ul style="list-style-type: none"> <li>• Combines and integrates essay specific ideas from different sources</li> </ul>
	<ul style="list-style-type: none"> <li>• Inaccuracies or misinterpretations of ideas prevalent</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally accurately reflects sentiment portrayed in the original sources</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly accurately reflects sentiment portrayed in the original sources</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately reflects sentiment portrayed in the original sources</li> </ul>
	<ul style="list-style-type: none"> <li>• Literature rarely cited, or</li> <li>• Student voice lost in the literature</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice restricted by or replicating the literature</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice supported by a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice integrated into literature conversation</li> </ul>
	<ul style="list-style-type: none"> <li>• Using the theories and models, implied how destination's may best influence potential tourists' motivations to visit</li> </ul>	<ul style="list-style-type: none"> <li>• Using the theories and models, occasionally discusses how destination's may best influence potential tourists' motivations to visit</li> </ul>	<ul style="list-style-type: none"> <li>• Using the theories and models, mostly discusses how destination's may best influence potential tourists' motivations to visit</li> </ul>	<ul style="list-style-type: none"> <li>• Using the theories and models, discusses how destination's may best influence potential tourists' motivations to visit</li> </ul>
	<ul style="list-style-type: none"> <li>• Discussed destination influence was not a logical extrapolation from the theories and models</li> </ul>	<ul style="list-style-type: none"> <li>• Discussed destination influence was occasionally a logical extrapolation from the theories and models</li> </ul>	<ul style="list-style-type: none"> <li>• Discussed destination influence was mostly a logical extrapolation from the theories and models</li> </ul>	<ul style="list-style-type: none"> <li>• Discussed destination influence was a logical extrapolation from the theories and models</li> </ul>
	<ul style="list-style-type: none"> <li>• Does not conclude essay findings               <ul style="list-style-type: none"> <li>○ For example, conclusion either re-introduces structure or content</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concludes the main point from each and every section, and the overall and main concluding points, yet:               <ul style="list-style-type: none"> <li>○ Not concise, and</li> <li>○ Misses sections or concluding points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concludes the main point from each and every section, and the overall and main concluding points, yet:               <ul style="list-style-type: none"> <li>○ Not concise, or</li> <li>○ Misses sections or concluding points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concisely concludes the main point from each and every section, and the overall and main concluding points</li> </ul>
	<ul style="list-style-type: none"> <li>• Title are present, yet:               <ul style="list-style-type: none"> <li>○ Require refinement, and or</li> <li>○ Do not relate to key ideas within the essay</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Title relate to the key ideas within the essay, but require some refinement</li> </ul>	<ul style="list-style-type: none"> <li>• Title mostly clearly and succinctly reflect contents of the essay</li> </ul>	<ul style="list-style-type: none"> <li>• Title clearly and succinctly reflect contents of the essay</li> </ul>
6. Students <b>communicate</b> knowledge, understanding and the process used to generate it, with an awareness of ethical, social and cultural issues	<ul style="list-style-type: none"> <li>• Use of lay language and or inappropriate genre for essay audience</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes use of language of discipline and appropriate genre for essay audience</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly use of language of discipline and appropriate genre for essay audience</li> </ul>	<ul style="list-style-type: none"> <li>• Use of language of discipline and appropriate genre for essay audience</li> </ul>
	<ul style="list-style-type: none"> <li>• Presentation format and style not appropriate for essay audience</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation format and style sometimes appropriate for essay audience</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation format and style mostly appropriate for essay audience</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation format and style appropriate for essay audience</li> </ul>
	<ul style="list-style-type: none"> <li>• Acknowledgement of most sources, in text and in reference list</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of all sources, in text and in reference list</li> </ul>	<ul style="list-style-type: none"> <li>• Full and mostly correct acknowledgement of all sources, in text and in reference list</li> </ul>	<ul style="list-style-type: none"> <li>• Full and correct acknowledgement of all sources, in text and in reference list</li> </ul>

## 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

## 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 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 essay 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 essay 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.