

# MGW3542 Sustainable Tourism Destinations

In MGW3542 Sustainable Tourism destinations, students will be completing a location-based authentic-experiential assessment programme. This programme is the completion of a Meta task, which will be completed through three assessment items (all assignments combined will achieve the overall Meta task).

## Assessment Meta-Task

- Recommend a change to the destination that will enhance its sustainable ethical development and positive impacts

## Assessment Items

1. (i) Present a sustainable and ethical vision; (ii) Profile the destination's current and expected future using tourism models; and (iii) Propose relevant tourism sustainability gaps within this framework
2. (i) Propose a relevant tourism opportunity to fill a sustainability gap at the destination; (ii) Evaluate the proposed opportunity for the specific destination
3. Make recommendations for a change to the destination that will enhance its sustainable ethical development and positive impacts

## Assignment I:

Sustainable and Ethical Vision, Destination Profile and Sustainability Gaps

**Suggested word limit:** 2,000 words

**Marks available:** 20%

**Presentation requirements:** Use professional format

**Due Date:** Monday, 9am Week 4

## Instructions to students:

- (i) Present a sustainable and ethical vision of tourism
  - Using a range of credible and relevant sources present your group's sustainable and ethical tourism principles. From these principles, explicitly derive a sustainable and ethical vision for tourism. It is crucial that you have a well-founded and considered set of sustainable and ethical principles. Additionally, from these principles, create an online checklist (survey) a business manager could complete to assess their alignment with the sustainable and ethical tourism principles and vision.
- (ii) Profile the destination's current and expected future using tourism models
  - Profile the assigned destination's tourism, current and probable future. Use Butler's (1980) Tourist Area Cycle of Evolution, Plog's (2001) Typology of Tourists, and Doxey's (1975) Irritation Index models to provide an indicative picture. Use these, with other appropriate studies, to identify probable future for the destination, consequences of the current and probable future (identify current spot of the destination in models, and use these to predict the future).
- (iii) Propose relevant tourism sustainability gaps within this framework
  - Finally, compare the destination's probable future with sustainability vision and principles to recommend sustainability gaps needing to be filled.

Keep the marking rubric front-of-mind when preparing and obtaining reviews on your assignment. **A key element of the task is to obtain peer feedback** (from students in MGW3542) on components of assignment using the marking rubric (does not need to be all facets). Obtain feedback at least three times. Keep up-to-date with the assignment, and obtain feedback regularly. Attach the peer feedback form to the end of the assignment (over page).

Please review the marking rubric for mark allocations, noting that marks are allocated to appropriate referencing and presentation

**THIS IS A WHOLE OF CLASS ASSESSMENT ITEM.** The grade will be determined by the submitted assignment's evidence in relation to the marking rubric. Agreement will be made in the Week 1 lecture on how marks will be distributed to individual students. It is suggested that criteria be agreed that reinforces positive, participative and constructive behaviours. For example:

- Attendance at all classes
- Contribution of analysed credible and relevant reading

- Twice-weekly contribution to the assignment
- Participated as a member of a feedback team...

**EXCLUDING TEAM MEMBERS:** Generally, there are two reasons for excluding someone from the team, first, non-contact, and second, non-contribution. To exclude someone from the team for non-contact, I need three things:

- 1) Evidenced attempt to contact and include the team member
- 2) After reasonable time to respond to the first attempt, a second attempt to contact and supportively include the team member.
- 3) After another reasonable time to respond to the second attempt, a third attempt to contact and supportively include the team member, and continued non-response.

Evidence, in this context, would be a posting in the team's discussion list. A reasonable time, in this context, would be three days.

If, after team members have made successful contact, then a team member could still be excluded for not making agreed contributions. Not making agreed contributions, could be, for example, a breach of your team's rules (such as not attending classes), could be not completing tasks in the agreed timeframe, and could be not attending team meetings. In each of these cases, I would need to see:

- 1) Documented agreed contributions, and that the team members actually agreed to it
- 2) A documented non-contribution
- 3) A documented and supportive attempt to address the non-contribution, and
- 4) A documented and continued non-contribution

For each of these, the documentation would be the team meeting minutes, posted in the team's MUSO discussion list after each meeting.

In both of these cases – non-contact and non-contribution – there is an initial emphasis on the team making all necessary attempts to solve the issue by first providing teammates with support, and to address the issue in the team. If, after multiple attempts to support teammates, without effect, then please contact me as soon as possible. My first effort will be to enhance the cohesiveness of the team. If this does not appear possible, then I will exclude the team member from the team, and they will receive a zero (0) for this assignment. If they stay in the team, they will receive the same grade as everyone else in the team.

Overall, the emphasis is on team support of teammates, documenting and making explicit expectations, and then following through on expectations.

**Submitting assignment:** Submit the Sustainable and Ethical Vision, Destination Profile and Sustainability Gaps through the MUSO assignment link. Attach your completed coversheet at the END of the submitted assignment.

Before submitting work please complete the following checklist (NOTE there are mark deductions for not complying with the checklist requirements = 10% per each criterion):

- There are no spelling mistakes in my report (also check word choice)
- There are no grammatical mistakes in my report
- All referencing in my report is complete and appropriate
- Using the assignment's marking rubric, I have self-assessed the assignment
- I have read and completed the report Cover Sheet, and submitted it

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

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

**Estimated return date:** Week 5

**Assignments will be provided back with a grade, completed rubric and comments. Marks will not be provided.**

MGW3542 Peer Feedback Form

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

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

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

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
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.
	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.
	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.
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.
	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.
	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.
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.
	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.

# MGW3542 Assignment 1 Marking Rubric

<p style="text-align: center;">↓ Facet of Inquiry</p>	<p style="text-align: center;"><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></p>	<p style="text-align: center;"><b>Level II</b> Students research at the level of a <b>closed inquiry*</b> and require <b>some structure/guidance</b></p>	<p style="text-align: center;"><b>Level III</b> Students research <b>independently</b> at the level of a <b>closed inquiry*</b></p>	<p style="text-align: center;"><b>Level IV</b> Students research at the level of an <b>open inquiry*</b> within <b>structured guidelines</b></p>
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 destinations to be sustainable and ethical</li> </ul>	<ul style="list-style-type: none"> <li>• Concise, logical or supported justification for destinations to be sustainable and ethical</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly concise, logical and well supported justification for destinations to be sustainable and ethical</li> </ul>	<ul style="list-style-type: none"> <li>• Concise, logical and well supported justification for destinations to be sustainable and ethical</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>
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> <li>• No evaluation of relevance and credibility of sources used</li> </ul>	<ul style="list-style-type: none"> <li>• Identified appropriate information for the objectives, though not used in appropriate sections</li> <li>• Occasional evaluation of relevance and credibility of sources used</li> </ul>	<ul style="list-style-type: none"> <li>• Identified and used appropriate information for the objectives in appropriate sections</li> <li>• Most sources' relevance and credibility evaluated</li> </ul>	<ul style="list-style-type: none"> <li>• Identified and used appropriate information for the objectives in appropriate sections, from beyond the directed material</li> <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> <li>• Flow and connections of information within and between some sections, yet               <ul style="list-style-type: none"> <li>○ Not explicit, and or</li> <li>○ Not coherent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally used suggested structure and contents in right sections</li> <li>• Flow and connections of information within and between most sections, yet               <ul style="list-style-type: none"> <li>○ Not explicit, and or</li> <li>○ Not coherent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mostly used suggested structure and contents in right sections</li> <li>• Flow and connections of information within and between all sections, yet               <ul style="list-style-type: none"> <li>○ Not explicit or</li> <li>○ Not coherent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Used suggested structure, and contents in right sections</li> <li>• Explicit and coherent flow and connection of information within and between all sections</li> </ul>
5. Students <b>synthesise and analyse</b> and <b>apply</b> new knowledge	<ul style="list-style-type: none"> <li>• Presents ideas but are separated according to source</li> <li>• Literature rarely cited, or</li> <li>• Student voice lost in the literature</li> <li>• Non-principle-reflective sustainable and ethical tourism checklist</li> <li>• Does not identify and present appropriate areas for action to fill recognised project specific gaps, and or               <ul style="list-style-type: none"> <li>○ Does not support and justify actions with explicit links to previous discussion</li> </ul> </li> <li>• Does not conclude report 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>• Combines and integrates ideas from different sources, but some inaccuracies or misinterpretations evident</li> <li>• Student voice restricted by or replicating the literature</li> <li>• Partial principle-reflective sustainable and ethical tourism checklist</li> <li>• Identifies and presents appropriate areas for action to fill recognised project specific gaps, yet:               <ul style="list-style-type: none"> <li>○ Inappropriate actions, and/ or</li> <li>○ Not concise, and/ or</li> <li>○ Does not support and justify actions with explicit links to previous discussion</li> </ul> </li> <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>• Combines and integrates ideas from different sources that accurately reflect sentiment portrayed in the original sources</li> <li>• Student voice supported by a range of sources</li> <li>• Mostly principle-reflective sustainable and ethical tourism checklist</li> <li>• Identifies and presents appropriate actions to fill recognised project specific gaps, yet:               <ul style="list-style-type: none"> <li>○ Not concise, or</li> <li>○ Does not support and justify actions with explicit links to previous discussion</li> </ul> </li> <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>• Represents project specific ideas by combining and integrating ideas from different sources, which also accurately reflect sentiment portrayed in the original sources</li> <li>• Student voice integrated into literature conversation</li> <li>• Comprehensive and principle-reflective sustainable and ethical tourism checklist</li> <li>• Concisely identifies and presents appropriate actions to fill recognised project specific gaps, and               <ul style="list-style-type: none"> <li>○ Supports and justifies actions with explicit links to previous discussion</li> </ul> </li> <li>• Concisely concludes the main point from each and every section, and the overall and main concluding points</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>• Title and headings are present, yet:               <ul style="list-style-type: none"> <li>○ Most require refinement, and or</li> <li>○ Do not relate to key ideas within the report or sections</li> </ul> </li> <li>• Use of lay language and or inappropriate genre for report audience</li> <li>• Presentation format and style not appropriate for report audience</li> <li>• Partial and/ or incorrect acknowledgement of sources, and</li> <li>• Partial and/ or incorrect reference list provided</li> </ul>	<ul style="list-style-type: none"> <li>• Title and headings relate to the key ideas within the report and sections, but require some refinement</li> <li>• Sometimes use of language of discipline and appropriate genre for report audience</li> <li>• Presentation format and style sometimes appropriate for report audience</li> <li>• Acknowledgement of all sources within report, and</li> <li>• Reference list contains all sources cited</li> </ul>	<ul style="list-style-type: none"> <li>• Title and headings mostly clearly and succinctly reflect contents of the report</li> <li>• Mostly use of language of discipline and appropriate genre for report audience</li> <li>• Presentation format and style mostly appropriate for report audience</li> <li>• Full acknowledgement of all sources, with differentiation between direct quote, paraphrasing and thematic referencing, and</li> <li>• Reference list contains all sources cited and mostly follows referencing conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Title and headings clearly and succinctly reflect contents of the report</li> <li>• Use of language of discipline and appropriate genre for report audience</li> <li>• Presentation format and style appropriate for report audience</li> <li>• Full and correct acknowledgement of all sources, with differentiation between direct quote, paraphrasing and thematic referencing, and</li> <li>• Reference list contains all sources cited and follows referencing conventions</li> </ul>

## 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.