

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 3:

Recommending Destination Sustainable and Ethical Development

Suggested word limit: 1,200 words

Marks available: 20%

Presentation requirements: Professional presentation as appropriate to the identified audience for your opportunity

Due Date: Monday, 9am Week 12

Instructions to students:

Make recommendations for a change to the destination that will enhance its sustainable ethical development and positive impacts.

- The recommendations need to be provided within the scope of the second assignment findings, and in an audience-engaging manner for the audience's practical implementation.
- Carefully consider who your specific audience is, and their scope (and challenges) to make meaningful actions towards enhancing the destination's sustainable ethical development and positive impacts.

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 once from unit teaching staff and at least once from a fellow student. Keep up-to-date with the assignment, and obtain feedback regularly. Attached the feedback form to the end of your assignment (over page).

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

Submitting assignment: Submit the assignment 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 13

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"> • 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.
	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"> • 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.
	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 3 Marking Rubric

Attributes	Level I Students research at the level of a closed inquiry* and require a high degree of structure/guidance	Level II Students research at the level of a closed inquiry* and require some structure/guidance	Level III Students research independently at the level of a closed inquiry*	Level IV Students research at the level of an open inquiry* within structured guidelines
The student with research skill...				
1. Students embark on inquiry and so determine a need for knowledge/ understanding	<ul style="list-style-type: none"> Inconcise, illogical and unsupported opportunity to enhance the destination's sustainable ethical development and positive impacts 	<ul style="list-style-type: none"> Concise, logical or supported, opportunity to enhance the destination's sustainable ethical development and positive impacts 	<ul style="list-style-type: none"> Mostly concise, logical and supported opportunity to enhance the destination's sustainable ethical development and positive impacts 	<ul style="list-style-type: none"> Concise, logical and well supported opportunity to enhance the destination's sustainable ethical development and positive impacts
4. Students organise information collected/ generated	<ul style="list-style-type: none"> Used an appropriate structure, though contents in wrong sections Flow and connections of information within and between some sections, yet <ul style="list-style-type: none"> Not explicit, and or Not coherent 	<ul style="list-style-type: none"> Occasionally used an appropriate structure and contents in right sections Flow and connections of information within and between most sections, yet <ul style="list-style-type: none"> Not explicit, and or Not coherent 	<ul style="list-style-type: none"> Mostly used an appropriate structure and contents in right sections Flow and connections of information within and between all sections, yet <ul style="list-style-type: none"> Not explicit or Not coherent 	<ul style="list-style-type: none"> Used an appropriate structure, and contents in right sections Explicit and coherent flow and connection of information within and between all sections
5. Students synthesise and analyse and apply new knowledge	<ul style="list-style-type: none"> Does not identify and present appropriate areas for action to enhance the destination's sustainable ethical development and positive impacts Largely inappropriate inconcise recommendation actions Largely does not support and justify recommendation actions Does not conclude findings <ul style="list-style-type: none"> For example, conclusion either re-introduces structure or content 	<ul style="list-style-type: none"> Occasionally identifies and presents appropriate areas for action to enhance the destination's sustainable ethical development and positive impacts Occasionally appropriate concise recommendation actions Occasionally supports and justifies recommendation actions Concludes the main point from each and every section, and the overall and main concluding points, yet: <ul style="list-style-type: none"> Not concise, and Misses sections or concluding points 	<ul style="list-style-type: none"> Mostly identifies and presents appropriate areas for action to enhance the destination's sustainable ethical development and positive impacts Mostly appropriate concise recommendation actions Mostly supports and justifies recommendation actions Concludes the main point from each and every section, and the overall and main concluding points, yet: <ul style="list-style-type: none"> Not concise, or Misses sections or concluding points 	<ul style="list-style-type: none"> Identifies and presents appropriate areas for action to enhance the destination's sustainable ethical development and positive impacts Appropriate concise recommendation actions Supports and justifies recommendation actions Concise concludes the main point from each and every section, and the overall and main concluding points
6. Students communicate knowledge, understanding and the process used to generate it, with an awareness of ethical, social and cultural issues	<ul style="list-style-type: none"> Title and headings are present, yet: <ul style="list-style-type: none"> Most require refinement, and or Do not relate to key ideas Uses lay language and or inappropriate genre for audience Presentation format and style not appropriate for audience Partial and/ or incorrect acknowledgement of sources, and Partial and/ or incorrect reference list provided 	<ul style="list-style-type: none"> Title and headings relate to the key ideas, but require some refinement Occasionally uses language of discipline and appropriate genre for audience Presentation format and style sometimes appropriate for audience Acknowledgement of all sources, and Reference list contains all sources cited 	<ul style="list-style-type: none"> Title and headings mostly clearly and succinctly reflect contents Mostly uses language of discipline and appropriate genre for audience Presentation format and style mostly appropriate for audience Full acknowledgement of all sources, with differentiation between direct quote, paraphrasing and thematic referencing, and Reference list contains all sources cited and mostly follows referencing conventions 	<ul style="list-style-type: none"> Title and headings clearly and succinctly reflect contents Uses language of discipline and appropriate genre for audience Presentation format and style appropriate for audience Full and correct acknowledgement of all sources, with differentiation between direct quote, paraphrasing and thematic referencing, and Reference list contains all sources cited and follows referencing conventions

Audience Matched Communication: To be the Best

Consider your audience when preparing all communications. Mostly, at university, your audience will be your teaching staff. They will have similar expectations of an academic formal piece of work. Nonetheless, as you have no doubt experienced, there are different interpretations and expectations of what characterises an academic piece of work, and what is formal even at university. So, even here, carefully check the expectations – make them explicit.

For this assignment, there is an added need to consider your audience. Whilst there is always an expectation of formality, different audiences will have different needs. Below are a series of questions to consider in the preparation of this assignment. These questions have been derived from a range of communication and presentation guide websites (ACU eLearning, 2007; Petrova, 2010; The Total Communicator, 2003). There are many other resources to assist communicating, please feel very free to find and use these as well.

- How do you relate to your audience?
 - Do you have any points in common with your audience?
 - Do you have any points that are different from your audience?
 - How do you plan to overcome any points of difference and use the points in common to your advantage?
- Why are these people going to engage with my communication?
 - What is important to them?
 - What are they interested in?
 - What are their attitudes and biases?
 - How is the information relevant to them?
 - What is in the topic for your audience?
 - Can you give them a good reason for engaging?
 - What do they already know?
 - What motivates them?
 - What do they want to know?
 - Why are you telling the audience this information in the first place?
 - Is your audience already interested in the topic?
 - If so, how can you exploit this interest? If not, what can you do to give them an avenue into the topic so that they can be interested in it?
- What will they get out of my communication?
 - What does your audience need to know about the things that you are discussing?
 - Why do they need to know these things?
 - Are you communicating these things in the best possible way to meet your audience's needs?
 - Are there examples that you can use in your communication that will give your audience a better insight into your position?
 - Will the audience members be able to relate to these examples?
 - What will the audience be able to do with the information that you give to them?
 - Will your audience benefit from the things you have to say?
- How can you incorporate the answers to the above questions into your communication?

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.

ACU eLearning [2007] Your Audience. *Oral Presentations*. Retrieved on 29th June 2012 from <http://dlibrary.acu.edu.au/research/orals/audience.htm>.

Petrova, M. (2010) Public Speaking 101: Presenting for Your Audience. *Simple Talk*. Retrieved on 29th June 2012 from <http://www.simple-talk.com/sysadmin/general/public-speaking-101---presenting-for-your-audience/>.

The Total Communicator (2003) Presentation Skills: Presentation Preparation; Audience Analysis. *The Total Communicator*. 1(4) Retrieved on 29th June 2012 from http://totalcommunicator.com/vol1_4/audience_article.html.