

## Victoria Management School

### TOUR 230 VISITOR MANAGEMENT

**Trimester 2 2009**

#### **COURSE OUTLINE**

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#### **COURSE COORDINATOR**

**Dr Julia Albrecht**

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#### **ADMINISTRATOR**

**Helen Jiang**

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#### **LECTURE TIME AND LOCATION**

Monday and Friday 13:40-14:30 in GBLT1

#### **TRIMESTER DATES**

Teaching Period: Monday 13 July to Friday 16 October 2009

End of Year Study Period: Monday 19 October to Monday 26 October 2009

#### **EXAMINATION PERIOD**

This course has a three hour final examination. All readings and class material will be covered.

The examination period will be from 27 October to 14 November 2009.

Note: Students who enrol in courses with examinations should be able to attend an examination at the University at any time during the formal examination period.

**Withdrawal dates:** Information available via

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## **INTRODUCTION: COURSE CONTENT AND DELIVERY**

Tourism is often described as selling experiences rather than tangible products; it is therefore rational to view visitor management (VM) as the management of those very experiences – and not merely as managing the visitor. However, at the same time, visitors require management in order to minimise risks to both persons and the tourism product resources and to ensure that tourism operations run profitably, smoothly and successfully. VM can thus be seen as a sum of managerial influences exercised at both the destination level and the tourism attraction/ operator level that shape and determine the visitor experience and aim to enable the delivery of a high quality experience.

As the visitor experience also depends on *how* information is conveyed, VM goes beyond practical considerations and the mere provision of information and guidance. Indeed, interpretation of natural and cultural attractions is a challenging aspect in the management of visitors and plays a significant role in visitor experiences at a variety of levels and for various attractions and products.

This course seeks to develop the students' understanding of issues, tools and strategies in VM and to build the relevant management skills. The first part of the course introduces dimensions of VM and outlines principles and approaches to the management of visitors at different scales for a variety of products and contexts. The second part highlights significant aspects of VM, namely interpretation and guiding, the political and cultural challenges in the management of heritage site visitors, operations and risk management and VM requirements for special needs visitors and children. The tutorials discuss practical examples and case studies that complement and further illustrate the lecture content. Two fieldtrips examine local tourism attractions and aim to critically assess and evaluate various approaches to visitor management at Wellington attractions.

## **PROGRAMME AND COURSE-RELATED LEARNING OBJECTIVES**

### **Learning Goal #1: Our graduates will possess and apply specific knowledge of tourism management as well as a range of transferable skills**

#### Learning Objectives

Graduates will be able to:

- (a) demonstrate a systematic understanding of theoretical and applied aspects of tourism management
- (b) display an appreciation for concepts and methods that inform the management of tourism organisations, businesses, and resources
- (c) acquire skills and knowledge that provide a solid platform for graduate study

### **Learning Goal #2: Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical problems**

#### Learning Objectives

Graduates will be able to:

- (a) think conceptually and systematically about tourism and its management
- (b) assess a range of tourism management issues, plans, and concepts
- (c) identify, access, and evaluate a range of information and data sources
- (d) undertake and apply research in tourism management
- (e) use innovative thinking and creative skills in the context of the tourism business environment

### **Learning Goal #3: Our graduates will be effective and confident communicators**

#### Learning Objectives

Graduates will be able to:

- (a) apply advanced written communication skills
- (b) demonstrate oral communication and listening skills
- (c) prepare and deliver polished and professional oral presentations
- (d) communicate effectively with peers when undertaking group projects

### **Learning Goal #4: By meeting the above learning goals, our graduates will display leadership and be able to assume positions of responsibility**

#### Learning Objectives

Graduates will be able to:

- (a) engage in effective decision making by working independently and in groups
- (b) demonstrate a mastery of concepts related to tourism management
- (c) develop and apply concepts and plans in tourism management

### **COURSE OBJECTIVES**

It is the aim of TOUR 230 Visitor Management:

- To explain the role and relevance of the visitor experience in tourism
- To examine and apply visitor management strategies in a variety of relevant contexts
- To critically analyse and evaluate a range of related tourism management issues using both national and international examples
- To develop an appreciation of the significance of interpretation to the visitor experience
- To build effective communication and leadership skills through group work and a verbal presentation

### **COURSE-RELATED STUDENT LEARNING OBJECTIVES AND SKILLS**

On successful completion of the course, students will be able to:

- Understand the role and significance of visitor management in destination management
- Analyse and identify key visitor management issues for a variety of contexts
- Apply theoretical approaches to visitor management to specific tourism environments
- Manage visitor experiences by choosing and applying appropriate tools and strategies
- Critically analyse and evaluate relevant and current visitor management issues

The assessments for this course include a written report, a verbal report, a report on the guided fieldtrip and the final examination. Assessment 1 addresses the self-guided fieldtrip. After visiting a site where various VM strategies are employed, the students analyse their experience with respect to these strategies, thus reaching a deeper understanding of the impacts of VM approaches and issues outlined during lectures. Assessment 2, a verbal presentation of findings of Assessment 1, will help students achieve communication and leadership skills, thereby addressing graduate attributes as identified by the Victoria University of Wellington. Assessment 3, a report on the guided fieldtrip, asks students to identify VM challenges for the Wellington precinct visited and to discuss and evaluate potential solutions. In doing so, students will apply strategies learned during the course to a recent and relevant example, thus gaining confidence in choosing appropriate management tools. The final examination can address course content of both lectures and tutorials.

## COURSE CONTENT

### TOUR 230

#### Lecture and tutorial timetable

Week	Date (week starting)	Lecture	Tutorial
<b>Part 1</b>			
1	13 July	1) Introduction, definition, role of VM 2) The visitor experience	no tutorial
2	20 July	1) VM in Destination Management 2) Public and private stakeholders	housekeeping, fieldtrips
3	27 July	1) scales, categories of VM strategies 2) VM strategies for indoor/ outdoor	VM for cultural and natural attractions > outline differences in approaches
4	3 August	1) VM principles in tourism and recreation 2) VM for festivals and events	Festival/ event case study: Central Otago Rail Trail Duathlon
5	10 August	1) urban visitor experience 2) VM strategies in urban attractions	Presentation of reports from self-guided fieldtrips ( <b>assessed presentation!</b> )
6	17 August	1) rural visitor experience (rural, National Parks, conservation estate) 2) guest speaker: William Bevil from Interpretation Network NZ	VM Masons Bay, Stewart Island (Rakiura National Park)
		<b>Mid-trimester break</b>	
<b>Part 2</b>			
7	7 Sept.	1) interpretation 2) guiding	Technology in visitor management and interpretation
8	14 Sept.	1) political and cultural dimensions of VM at heritage sites 2) strategies for architectural, archaeological and culturally sensitive sites	NZ issues (case study: Maori Rock Art Trust)
9	21 Sept.	1) guest speaker: Ian Yeoman: Introduction to Service Operations Management 2) service operations management 2	Adventure tourism business case study
10	28 Sept.	1) and 2) risk management	
11	5 October	1) VM focus: children 2) VM focus: special needs visitors	Attractions aside - Visitor experiences in transport and accommodation
12	12 October	Exam preparation	no tutorial

To enhance students' understanding of the visitor experience and strategies employed in visitor management, there will be two fieldtrips in addition to these classes. One fieldtrip will be self-guided, the other guided. As the assignments are based on the students' experiences on these fieldtrips as well as the class content, these fieldtrips are a **vital** component of this course.

The self-guided fieldtrip of Te Papa can be taken by the students in groups of two to four anytime after the first tutorial and before the related assignments are due.

The guided fieldtrip will be offered twice and can be taken on either Thursday 13 or Friday 14 August from ca. 14.30 to 17.00. It visits tourist attractions that have a role in the Capital City Initiative "Our extraordinary democracy". Students will be asked to sign up for the fieldtrips using s-cubed; details will be announced closer to the date.

## EXPECTED WORKLOAD

Students can expect the workload to be approximately 13.5 hours per week (20 pt course), including both scheduled contact time (lectures, tutorials) and tasks outside of class.

## TEXTS AND READINGS

The following books, journal articles and other sources are recommended readings for TOUR 230 Visitor Management. They will be useful in the preparation and writing of the assignments as well as for exam preparation.

Ap, J., & Wong, K. K. F. (2001). Case Study on Tour Guiding: Professionalism, Issues and Problems. *Tourism Management*, 22, 551-563.

Beck, L., & Cable, T. T. (1998). *Interpretation for the 21st Century: Fifteen Guiding Principles for Interpreting Nature and Culture*. Champaign: Sagamore Publishing.

Beeton, S., & Benfield, R. (2002). Demand Control: The Case for Demarketing as a Visitor and Environmental Management Tool. *Journal of Sustainable Tourism*, 10(6), 497-513.

(Note how the strategies outlined in this journal article are applied to heritage attractions!)

Bowie, D., & Chang, J. C. (2005). Tourist Satisfaction: A View from a Mixed International Guided Package Tour. *Journal of Vacation Marketing*, 11, 303-322.

(This journal article demonstrates different perceptions of visitor management of tourists on a guided tour.)

Bramwell, B., & Lane, B. (2005). Interpretation and Sustainable Tourism: The Potential and the Pitfalls. *RIAT Revista Interamericana de Ambiente y Turismo*, 1(1), 20-26.

(This journal article critically examines interpretation in the context of sustainable tourism.)

Buswell, J. (2004). Sport and Leisure Service Encounter. In U. McMahon-Beattie & I. Yeoman (Eds.), *Sport and Leisure Operations Management* (pp. 3-15). London: South-Western Cengage Learning.

Cessford, G. (1998). *Visitor Satisfaction, Impact Perceptions, and Attitudes Toward Management Options on the Rakiura Track, Science for Conservation: 80*. Wellington: Department of Conservation.

(Note Section 6 (p. 29-34) on the visitor perceptions of the management options in place. This report is available online on the DoC website.)

Clayworth, P. (2008). *Historic Heritage Thematic Frameworks - Their Use as Tools for Management and Interpretation, Science for Conservation 285*. Wellington: Department of Conservation.

Cole, D. N., & Daniel, T. C. (2003). The Science of Visitor Management in Parks and Protected Areas: From Verbal Reports to Simulation Models *Journal for Nature Conservation*, 11, 269-277.

(This journal article examines methods to simulate and model visitor flows in order to improve visitor management.)

Cole, S. (2007). Implementing and Evaluating a Code of Conduct for Visitors. *Tourism Management*, 28, 443-451.

(This journal article examines a tourism management approach in Indonesia and illustrates the limits of tourists' compliance with VM.)

Department of Conservation. (2005). *Planning for Visitor Management at Mason Bay (Rakiura National Park, Stewart Island)*. Wellington: Department of Conservation.

Grinder, A. L., & McCoy, E. S. (1985). *The Good Guide A Sourcebook for Interpreters, Docents and Tour Guides*. Scottsdale: Ironwood Publishing.

(Note Chapter 6: Audiences: Who's listening?)

- Hall, C. M., & McArthur, S. (Eds.). (1996). *Heritage Management in Australia and New Zealand: The Human Dimension*. Sydney: Oxford University Press.
- Harrison, L., & McDonald, F. (2004). Event Management for the Arts: A New Zealand Perspective. In I. Yeoman, M. Robertson, J. Ali-Knight, S. Drummond & U. McMahon-Beattie (Eds.), *Festival and Events Management An International Arts and Culture Perspective* (pp. 232-245). Oxford: Elsevier.  
(This book chapter provides a useful overview of aspects related to operations management and risk management for events.)
- Hughes, M., & Morrison-Saunders, A. (2002). Impact of trail-side Interpretive Signs on Visitor Knowledge. *Journal of Ecotourism*, 1(2&3), 122-132.
- Jamieson, W. (2006). Interpretation and Tourism. In W. Jamieson (Ed.), *Community Destination Management in Developing Economies* (pp. 85-99). Binghamton: Haworth Hospitality Press.  
(This book chapter provides an insight into potential cultural conflicts in the visitor management and interpretation in developing countries.)
- Johnston, R., & Clark, G. (2008). *Service Operations Management Improving Service Delivery*. Harlow: Prentice Hall.
- Kuo, I.-L. (2002). The Effectiveness of Environmental Interpretation at Resource-Sensitive Tourism Destinations. *International Journal of Tourism Research*, 4, 87-102.  
(This paper provides a good overview and introduction to the topic area of visitor management.)
- Lane, M. (2007). The Visitor Journey: The New Road to Success. *International Journal of Contemporary Hospitality Management*, 17(3), 248-254.  
(This journal article examines attempts to improve London's accessibility for special needs and non-disabled visitors.)
- Leask, A., & Yeoman, I. (Eds.). (1999). *Heritage Visitor Attractions - An Operations Management Perspective*. London: Thomson.
- Mason, P. (2005). Visitor Management in Protected Areas of the Periphery: Experiences from Both Ends of the World. In D. Mueller & B. Jansson (Eds.), *Tourism in Peripheries Perspectives from the Far North and South* (pp. 154-174). Wallingford: CABI Publishing.
- Mason, P. (2005). Visitor Management in Protected Areas: From 'Hard' to 'Soft' Approaches. *Current Issues in Tourism*, 8(2&3), 181-194.
- Parry, B. (2004). Risk Management. In U. McMahon-Beattie & I. Yeoman (Eds.), *Sport and Leisure Operations Management* (pp. 214-230). London: South-Western Cengage Learning.
- Pastorelli, J. (2003). *Enriching the Experience - An Interpretive Approach to Tour Guiding*. Frenchs Forest: Hospitality Press.  
(Also note that this publication contains a section on health and safety and risk management.)
- Shackley, M. (Ed.). (1998). *Visitor Management: Case Studies from World Heritage Sites*. Oxford: Butterworth-Heinemann.
- Shelton, E. J., & Tucker, H. (2005). Tourism and Disability: Issues beyond Access. *Tourism Review International*, 8, 211-219.
- Uzzell, D. L. (1989). Introduction: The Visitor Experience. In D. L. Uzzell (Ed.), *Heritage Interpretation, Volume 2, The Visitor Experience* (pp. 1-15). London: Belhaven Press.
- Wachowiak, H. (2005). Large Protected Areas and Visitor Management in Germany. *Current Issues in Tourism*, 8(2&3), 245-256.
- Yeoman, I., Robertson, M., & McMahon-Beattie, U. (2004). Visitor Management for Festivals and Events. In I. Yeoman, M. Robertson, J. Ali-Knight, S. Drummond & U. McMahon-Beattie

(Eds.), *Festival and Events Management An International Arts and Culture Perspective* (pp. 65-79). Oxford: Elsevier.

Yeoman, I., & McMahon-Beattie, U. (2004). Leisure Venue Management. In U. McMahon-Beattie & I. Yeoman (Eds.), *Sport and Leisure Operations Management* (pp. 28-42). London: South-Western Cengage Learning.

## **ASSESSMENT**

Assessment 1	Written report	20%	Due: Thursday 13 August 2009, 12noon
Assessment 2	Verbal report	5%	to be presented in person in the tutorial in the week starting 10 August 2009
Assessment 3	Report on Guided Fieldtrip	25%	Due: Thursday 17 September, 12noon
Assessment 4	Examination	50%	Date and time to be advised

### **Assessment 1.**

#### **Written report on the self-guided fieldtrip, value 20%**

Using visual evidence (photos, brochures that you refer to in your report, no random collections of information material!) outline the visitor management strategies that guided your visit around Te Papa and discuss how they impacted on your visitor experience.

Each student is to prepare one written report individually.

**Limit:** 2000 words.

**Due by: Thursday 13 August 2009, 12noon**

### **Assessment 2.**

**Verbal report on the self-guided fieldtrip of Te Papa, to be presented in person in the tutorial in the week starting 10 August 2009, value 5%**

In your group, prepare a visual and verbal presentation (max. 10 minutes) on the visitor management strategies you experienced at Te Papa and how they impacted on your visitor experience. The focus of this assessment is on presentation skills employed to communicate results achieved in Assignment 1.

### **Assessment 3.**

**Analysis of visitor management challenges and evaluation of potential solutions (based on the guided fieldtrip 13 or 14 August 2009), value 25%**

The fieldtrip will visit attractions that have a potential to be jointly marketed in the Capital City Initiative. It will illustrate the diversity of these attractions and resulting requirements in terms of combined visitor management. Consider challenges and assess in light of academic literature the establishment and implementation of the Capital City Initiative and discuss and evaluate potential solutions.

**Limit:** 2500 words.

**Due by: Thursday 17 September, 12noon**

### **Assessment 4.**

**Examination:** value 50%

This course has a three hour final examination. The examination period will be from 27 October to 14 November 2009.

## TUTORIALS

Tutorials are a key part of the learning process and active participation in them is expected – the more you put in, the more you will get out of this course. Attendance of **at least eight** tutorials is also required to complete terms. You must always attend your allocated tutorial session; if you attend a different session, your attendance will not be recorded. Exemption from tutorials will only be accepted with a medical certificate or in exceptional circumstances. Tutorials start in the second week of the course (week commencing 20 July 2009) and tutorial times will be announced in the first lecture. Tutorials begin in week 2 of the course.

Tutorial sign up will be via an online sign-up system called **s-cubed** (<https://signups.vuw.ac.nz>). Instructions on how to sign up are at the end of this Course Outline.

This online signup system is available around the clock over the Internet. You will be able to login and signup (or change your signup) anytime **between Monday 13 July 6pm and Friday 17 July 10am**. Allocations are on a first come, first served basis so you are encouraged to sign up early. You can go back into s-cubed and change your tutorial as long as places are available but all changes must be made by Friday 17 July 10am.

Confirmation of your tutorial group will be posted on Blackboard by Friday 17 July 2009.

If you miss the Friday 17 July tutorial enrolment deadline you will need to contact the Tourism Management Administrator (Helen.Jiang@vuw.ac.nz). Your email should state why you were not able to sign up on time using the online system, along with other relevant documentation such as a medical certificate etc. You should detail **all** the tutorial times you can make and you will then be allocated into a tutorial which has space. There is **NO GUARANTEE** that you will get your preferred tutorial time. If there are ‘exceptional circumstances’ why you require a particular tutorial session these should be set out in the email.

## SUBMISSION OF ASSIGNMENTS

Assignment 1 and Assignment 3 should be submitted to the TOUR 230 assignment box located on the Mezzanine level of Rutherford House (Pipitea Campus) in hard copy form.

## PENALTIES FOR LATE ASSIGNMENTS

The Tourism Management Group has implemented a standardised late penalty for all tourism courses. Students who submit late assignments will be penalised at a rate of **5% per day** (including weekends). Work will not be accepted more than 7 days after the due date. Students who do not submit an assignment before the 7 days have elapsed will not meet the Mandatory Course Requirements.

Extensions will only be granted under special circumstances. Students who wish to apply for an extension must contact the course co-ordinator. Students who apply for an extension due to illness must obtain a medical certificate. Medical certificates must specify that the student is “unfit to study” or “unfit to sit an examination.” **Medical certificates must also indicate the period of time involved.** Please take note: workload pressures and computer problems are not a case for extension.

Please submit late assignments to the Tourism Administrator (Rutherford House, Room 927, telephone: 463 5720). Office hours are from 9am to 4pm.



## **MANDATORY COURSE REQUIREMENTS**

To fulfil the mandatory course requirements for this paper you must:

1. Attend at least **eight** of the **ten** scheduled tutorial sessions,
2. Submit all assignments within 7 days of the due date, and
3. Obtain a grade of at least 40% on the final examination.

Students who fail to satisfy the mandatory course requirements for this course but who obtain 50% or more overall, will be awarded a “K” fail grade. Standard fail grades (D or E) will be awarded when the student’s overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard or on the 9<sup>th</sup> and Mezzanine Floors, Rutherford House notice boards. Students will be expected to check both places for notification.

## **ADDITIONAL INFORMATION/ COMMUNICATION**

Information on course-related matters will be announced at class and posted on the Blackboard website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Notices for this paper will be posted on the Tourism Management noticeboard on level M of Rutherford House and on Blackboard.

Copies of material handed out in lectures will be made available outside Room 927 Rutherford House.

## **STUDENT CONTACT DETAILS**

Please ensure you have your current contact details correctly recorded, including e-mail and daytime phone numbers. You can check and amend your details by going to the students section of the VUW website at <http://studentvuw.vuw.ac.nz/>. Click on the student records link, enter your student ID and PIN. Finally click on the appropriate link to update your records.

## **EMAIL CONTACT**

Students wishing to contact staff by email should adhere to the following instructions: Include the Course Code, your Name, your Student ID and the Topic in the subject area of the email, e.g.

TOUR230\_Smith\_Pauline\_3000223344\_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

## **REFERENCING**

There are many different styles of referencing. For tourism management courses, please refer to the 2009 version of the *Style Guide for Tourism Management Courses*. A copy of this style guide will be placed on blackboard.

## **SIGNUP FOR TUTORIALS AND THE FIELDTRIP USING S-CUBED**

Requirements to use this software:

- You must be enrolled in the course for the tutorial you want to sign up for; and
- You will need your SCS username and password.

You will only be allowed to enrol in ONE tutorial session and ONE fieldtrip date. You must always attend the tutorial sessions and fieldtrip that you have signed up for. If you attend a different session, your attendance will not be recorded.

### ***Instructions:***

Go to the signup website at: <https://signups.victoria.ac.nz> and enter your SCS username and password to log into the system.

The “Signup Home” page opens. It displays all courses you are enrolled for and that use the new signup system. Click on TOUR 230. The TOUR 230 course page opens. It will show the course contact, brief detail of the signup requirements including last date to enrol, and the schedule of tutorials. A “key” is provided at the bottom of the page that explains all buttons and what they do.

The schedule of tutorials includes the day/ time, location, maximum group size, and spaces left in the tutorial session. If there are spaces left in a particular session, you will see the “ENROL” button next to it. You can click this button to enrol yourself into that tutorial session.

If there are NO more spaces left in a particular session, find another. You can waitlist in your desired tutorial if the waitlist spaces have not been filled. If this is the case you will see the “JOIN WAITLIST” button. You can click this button to join the waitlist for your desired tutorial session. You will be removed from any other waitlist you may have joined earlier. If somebody withdraws from this session, you will automatically be moved up the waitlist or enrolled into the session. An email will be sent to you if you’re enrolled into the session from a waitlist.

You can only “JOIN WAITLIST” if you have already enrolled in one of the other available sessions. In other words, “ENROL” in one session and then you can choose to join the waitlist for one (1) other preferred session. The WAITLIST is only active while the tutorial sign up process for your course is active. In other words, once the signup process has been closed for your course the WAITLIST is AUTOMATICALLY CANCELLED. It does not roll over into the start of the tutorials. You can only join one waitlist.

You can choose to “WITHDRAW” from a session you are already enrolled in as long as you are NOT ON a waitlist. You can also choose to “CANCEL WAITLIST” to remove yourself from a particular waitlist.

A “FULL” button indicates all seats and waitlists are full for that tutorial session. You must choose another. More details on the various buttons are available in the “Key” section at the bottom of the signup page.

You will be able to login and signup (or change your signup) anytime **between Monday 13 July 6pm and Friday 17 July 10am**. Dates to signup for the fieldtrip will be announced close to the date.

You can view/ confirm details of the sessions that you are enrolled and waitlisted for by clicking on “My Signups” on the left hand menu. Click on “Support” on the left hand menu if you are having problems.

**For the following important information follow the links provided:**

**Academic Integrity and Plagiarism**

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

**General University Policies and Statutes**

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

**Faculty of Commerce and Administration Offices**

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

**Manaaki Pihipihinga Programme**

[http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)