

Victoria Management School

**TOUR 411 SPECIAL TOPIC:  
SCENARIOS OF WORLD TOURISM - LIVING IN THE FUTURE**

Trimester 2 2009

**COURSE OUTLINE**

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**COURSE COORDINATOR**

**Dr Ian Yeoman**

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**ADMINISTRATOR**

Helen Jiang

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Teaching Period: Monday 13<sup>th</sup> July to Friday 16<sup>th</sup> October 2009

**Withdrawal dates:** Information available via  
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx>

**Class Times and Room Numbers**

Wednesday 8.30 – 11.20 RWW315

Three hours are allocated to this paper, with at **least** one hour lecture per week combined with an interactive two hour workshop and site visits

## Introduction

In the past, the growth of world tourism has depended on rising affluence and the abundance of resources. Whereas today, the world is facing the situation of peak oil, rising food prices, demography change, slow economic growth and climate change. At the same time, technological innovation is growing at an exponential pace, every country in the world has a tourism proposition and space travel will become a reality by 2012 with the launch of Virgin Galactic.

This paper examines the pace of change in the world and what it means for the future within the context of travel, leisure and tourism industries. The paper is set in 2050 - far enough in the future to show how the world will be different, whether it is the future of flight, destinations or sustainable living. The paper uses scenario planning and trends analysis techniques to construct and understand how change will occur and the impact of that change on the world of tourism.

You will be expected to undertake preparatory readings each week for seminar activities, field visits and discussion.

## Programme and Course-Related Learning Objectives – BTM (Hons)

**Learning Goal #1:** Our graduates will possess and apply an advanced understanding of tourism management, be able to undertake and use research, and have a range of transferable skills.

### *Learning Objectives*

Graduates will be able to:

- (a) demonstrate a critical understanding of theoretical and applied aspects of tourism management;
- (b) display an advanced appreciation for concepts and methods that inform the management of tourism organizations, businesses, and resources;
- (c) design and conduct independent research;
- (d) develop skills and knowledge that provide a solid platform for further postgraduate study.

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

### *Learning Objectives*

Graduates will be able to:

- (a) think conceptually and analytically about tourism and its management;
- (b) synthesize and evaluate a range of tourism management issues;
- (c) access, evaluate and apply a range of information and data sources;
- (d) use innovative thinking and creative skills in the context of the tourism business environment and tourism research.

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

### *Learning Objective*

Graduates will be able to communicate ideas and research findings articulately and effectively in a range of written and oral formats.

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

### *Learning Objectives*

Graduates will be able to:

- (a) engage in effective decision making through their analytical, creative and communications skills and experience;
- (b) demonstrate a mastery of a wide range of tourism management concepts and techniques.

## Course – related Student Learning Objectives and Skills

On completion of the course, you should be able to:

1. Appraise the key drivers and trends which will shape world tourism to 2050.
2. Use scenario planning and futures based research methodologies to construct, develop and critical evaluate tourism futures.
3. The ability to evaluate key writers of futures thinking and contextual within the sphere of tourism futures.

In meeting these objectives, this course will give the opportunity to develop a variety of skills specifically the ability to:

1. The conveyance of and synergy of complex issues through written and oral mediums
2. Critical evaluate forms of knowledge and devise appropriate learning strategies for knowledge elicitation and representation in scenario planning
3. Apply creative thinking skills to develop and construct impossible and plausible scenarios about the future of tourism in New Zealand
4. Evaluate the futures based writing through reflection, argumentation, contextualisation and purpose.
5. Provide both a systemic and in depth evaluation of plausible tourism futures based upon the changing environments and scenario development.

## Instructional & Programme Approach

Class sessions will be highly participatory. Videos, cases and class projects are used to apply theories. Students are expected to read assigned material ahead of class and take an active role in discussion. Due to the small cohort of students, a number of field trips have being organized to leading tourism organizations premises that relate to 2050 assignment.

## Expectations

- Students are expected to attend all lectures and actively participate in all classes. All important announcements concerning the course will be made during lectures.
- Attendance at classes and active involvement in discussions are an important component of the course. Exemptions from classes will only be accepted with a medical certificate or in exceptional circumstances.
- Assigned readings are to be completed prior to class so that relevant issues can be discussed and uncertainties clarified.
- All written assignments must be typed and double-spaced on standard size paper. Students will prepare two copies of each hand-in and keep the second copy for their own reference. Students must also keep an electronic copy of their work. **Please note: *Written work submitted by e-mail will not be accepted.***

## Expected Workload

According to the University's Assessment Handbook, students are expected to devote 10 hours per week to this 15-point course. The course will be run as a series of seminars and students are expected to come to class having read any preparatory materials and undertaken any directed research preparation. These readings will be distributed during class each week.

## Group Work

While the course has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments. You will be expected and encouraged to work in groups on in-term cases and assignments; however reports must be individual submissions.

## **Text and Readings**

There is no recommended reading for this course but a variety of journal articles, books and other sources as directed by Dr Ian Yeoman.

The following books are useful as scenario planning methodologies.

Hiejden, K (1996 / 2005) Scenarios: The Art of Strategic Conversation, Wiley, Chichester

Hiejden, Kees Van Der et al (2005) Sixth Sense. Accelerating Organisation Learning. Wiley, Chichester

Readings will be provided in class mainly drawn from the forthcoming sources.

Yeoman, I (2010) World Tourism in 2050. Channelview Publications. Bristol (forthcoming)

Futures: The Journal of Policy, Planning & Future Studies

The following websites are useful:

World Futures Society - [www.wfs.org](http://www.wfs.org)

New Zealand Futures Trust - <http://www.futurestrust.org.nz/>

Tomorrows Tourist – [www.tomorrowstourist.com](http://www.tomorrowstourist.com)

TOUR 411 Class Schedule			
Date	Lecture	Reading	Tutorial / Workshop
	Topic(s)		
Week 1 15 <sup>th</sup> July	<b>Science Fiction, Futurology and Scenario Planning</b>	<ul style="list-style-type: none"> <li>Hiejden, Kees Van Der et al (2005) <u>Sixth Sense. Accelerating Organisation Learning</u>. Wiley, Chichester.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to scenario planning</li> <li>Futurology and Hollywood – Creative Thinking</li> <li>Drivers and key trends</li> <li>Systems thinking</li> <li>2x2 scenario matrix</li> </ul>
Week 2 22 <sup>nd</sup> July	<b>Scenario Planning, Environmental Scanning &amp; How History Shapes the Future</b>	<ul style="list-style-type: none"> <li>Hiejden, Kees Van Der et al (2005) <u>Sixth Sense. Accelerating Organisation Learning</u>. Wiley, Chichester.</li> <li>McClure, M (2004) <u>The Wonder Country</u>. Auckland University Press.</li> </ul>	<ul style="list-style-type: none"> <li>Review of last week</li> <li>Scenario questions and interviewing</li> <li>Types and purpose of scenarios</li> <li>Managing workshops</li> <li>Iteration</li> <li>Reconstructing scenarios</li> <li>Impacts and strategic implications</li> <li>Clustering techniques and systems thinking</li> <li>Timelines</li> <li><b>Book review exercise:</b> <i>What does history tell us about the future?</i></li> </ul>
Week 3 29 <sup>th</sup> July	<b>The Future of Tourism in New Zealand</b>	<ul style="list-style-type: none"> <li>John Key, Minister of Tourism and Prime Minister (RHLT3)</li> </ul>	
Week 4 5 <sup>th</sup> August	<b>Los Angeles, Climate Change and Sustainable Cities</b>	<ul style="list-style-type: none"> <li>Yeoman, I (2010) Los Angeles. <u>World Tourism in 2050</u>. Channelview. Bristol. <i>Forthcoming</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Exercise: So what and what if?</b> This exercise uses a number of questions and reflection techniques to validate and contextualise the implications of scenarios. The exercise is used extensively throughout the course.</li> </ul>
Week 5 12 <sup>th</sup> August	<b>New Zealand 2050 interviews</b>	<ul style="list-style-type: none"> <li>Interviews for Assignment</li> </ul>	<ul style="list-style-type: none"> <li><b>Scenario planning interviews:</b> <i>9.00am John Moriarty. Ex Chief Executive of Tourism Industry Association (Room RH913). 10.30am Simon Douglas – Policy Manager, Tourism New Zealand</i></li> </ul>

Week 6 19 <sup>th</sup> August	<b>New Zealand 2050 Interviews</b>	<ul style="list-style-type: none"> <li>Interviews for Assignment</li> </ul>	<ul style="list-style-type: none"> <li><b>Scenario planning interviews:</b> 9.00am Bruce Bassett, Research Manager, Ministry of Tourism. 10.30am David Perks, Chief Executive, Positively Wellington. 1.00pm Charlie Ives, Chief Executive, Regional Tourism Organisation. 3pm Dr Julia Albrecht, VUW</li> <li><b>Scenario Planning interviews:</b> VUW academic staff (TBA)</li> </ul>
Study Break			
Week 7 9 <sup>th</sup> Sept	<b>Student presentations – Interim Report</b>  <b>How New Zealand Wins the Rugby World Cup in 2050</b>	<ul style="list-style-type: none"> <li>Yeoman, I (2010) How New Zealand Wins the Rugby World Cup in 2050? <u>World Tourism in 2050</u>. Channelview. Bristol. <i>Forthcoming</i></li> </ul>	<ul style="list-style-type: none"> <li>Exercise: So what and what if?</li> </ul>
Week 8 16 <sup>th</sup> Sept	<b>What Will the Hotel Bedroom Look Like in 2050?</b>  <b>Paradox of Choice and Tourist Identity</b>	<ul style="list-style-type: none"> <li>Yeoman, I (2010) The Hotel Bedroom. <u>World Tourism in 2050</u>. Channelview. Bristol. <i>Forthcoming</i></li> <li>Yeoman, I (2008) <u>Tomorrows Tourist</u>. Elsevier, Oxford</li> </ul>	<ul style="list-style-type: none"> <li>Exercise: Creativity</li> <li>Discussion: The Future Tourist</li> </ul>
Week 9 23 <sup>rd</sup> Sept	<b>Demography and the Pension Crisis</b>	<ul style="list-style-type: none"> <li>Yeoman, I (2010) The Forthcoming Pension Crisis. <u>World Tourism in 2050</u>. Channelview. Bristol. <i>Forthcoming</i></li> <li>Yeoman, I &amp; Smith, K (2010) <u>Demography and World Tourism</u>. Goodfellows, Oxford. <i>Forthcoming</i></li> </ul>	<ul style="list-style-type: none"> <li>Exercise: So what and what if?</li> </ul>
Week 10 30 <sup>th</sup> Sept	<b>The Future of Destination Branding</b>	<ul style="list-style-type: none"> <li>Yeoman, I &amp; McMahon-Beattie, U (2010) The Future of Destination Branding. In Pride, R et al (Eds) Destination Branding. Elsevier, Oxford. <i>Forthcoming</i></li> </ul>	<ul style="list-style-type: none"> <li>Exercise: So what and what if?</li> </ul>
Week 11 7 <sup>th</sup> Oct	<b>Fear, Myth and Security</b>	<ul style="list-style-type: none"> <li>Yeoman, I (2008) <u>Tomorrows Tourist</u>. Elsevier, Oxford.</li> </ul>	<ul style="list-style-type: none"> <li>Exercise: So what and what if?</li> </ul>
Week 12 14 <sup>th</sup> Oct	<b>Student Presentations</b>		<ul style="list-style-type: none"> <li>Presentations</li> <li>Course review</li> </ul>

## Assessments and Assignments

The assessment for this course incorporates three major components as follows:

DUE DATES	
<b>1. Book Reviews (35%)</b>	
- Wonder Country 15%	12noon – 29 <sup>th</sup> July
- Book Two 20%	12noon – 5 <sup>th</sup> August
<b>2. New Zealand in 2050 – Interim Report (15%)</b>	
- Presentation (Group): 5%	10.00am – 12 <sup>th</sup> September
- Power Point Report (Group): 10%	10.00am – 12 <sup>th</sup> September
<b>3. New Zealand in 2050 (50%)</b>	
- Presentation – 15%	As Class Schedule - 14 <sup>th</sup> October
- Final Report – 35%	As Class Schedule - 14 <sup>th</sup> October

### All assignments are individual unless stated

- 1. Book Reviews.** The purpose of this assignment is to evaluate key writers of futures thinking and contextual within the sphere of tourism futures through reflection, purpose, projection and argumentation. Students have to complete two book reviews which constitute 35% of the course grade. The first book review is assigned and all students will review that book. The book is *The Wonder Country* by Margaret McClure. Auckland University Press. The book has been selected based upon the premise that history shapes the future. (15% of course grade).

The second review is from the following prescribed list. No student can review the same book. The book must be agreed with Dr Ian Yeoman. The reviews involve an analysis of a topic within the context of the future. All of the books reflect an external issue i.e., oil, demography etc. The purpose of the assignment is to develop students own critical appraisal of a topic and how it will shape future of tourism. (20% of course grade). The students will be given guidance criteria for the assignment in week 2. Students can select from one of the following books:

- Complicated Lives: The Malaise of Modernity by Michael Wilmott and William Nelson
- Microtrends: Surprising Tales of the Way We Live Today by Mark Penn and E. Kinney Zalesne
- The End of Oil by Paul Roberts
- Love + Sex with Robots by David Levy
- Our Molecular Future : How Nanotechnology, Robotics, Genetics, and Artificial Intelligence will Transform our World by Douglas Mulhall
- Ageing and the Labor Market in Japan : Problems and Policies. Edited by Koichi Hamada and Hiromi Kato
- The End of Food by Paul Roberts
- The Brain That Changes Itself: Stories of Personal Triumph from the Frontier of Science by Norman Doidge
- Global Catastrophes and Trends: The Next Fifty Years by Vaclav Smil.
- Common Wealth: Economics for a Crowded Planet  
By Jeffrey Sachs
- Climatic Cataclysm: The Foreign Policy and National Security Implications of Climate Change. Edited. by Kurt M. Campbell
- America's Food: What You Don't Know About What You Eat  
By Harvey Blatt

This assignment covers course objective 3 and skills 1, 4, and 5

- 2. What Will New Zealand Tourism Look Like in 2050? (Group Interim Report)** The purpose of this assignment is to identify and appraise a range of key drivers and construct outline scenarios about Tourism in New Zealand by 2050 through conveyance, evaluation, and knowledge elicitation. This assignment is fundamentally the foundation for assignment three.

The assignment should cover the following points:

- Four scenarios using a 2x2 matrix as outlined by Kees van der Heijden et al (2002) The Sixth Sense. Wiley, Chichester
- Interviewing 20 remarkable people (overlap with assignment 3)
- Story outlines for each scenario in bullet point format
- The structure of the scenarios will adhere to:
  - What will the world look like in 2050?
  - What will New Zealand and tourism look like in 2050?
  - Demand and supply side outlines
  - Social values held by tourists
  - Implications for New Zealand tourism

The students will convey one presentation which represents 5% of the course assignment using 20-25 slides. Presentation ppt notes, which represent 10% of the course grade will be written up in such a way that supports the slides and explains the presentation.

This assignment covers course objectives 1 & 2 and skills 1, 2, 3, 5

3. **What Will New Zealand Tourism Look Like in 2050? (Individual)** constitutes 50% of the course grade. This assignment is a critical evaluation and analysis of two scenarios about New Zealand in 2050 that stretches your thinking of plausible outcomes but communicates rational and create interpretations of the future. The assignment is an extension of assignment two which represent the iteration, development and enrichment stages in scenario planning.

The assignment will cover the following points;

- Select two scenarios at random from assignment two.
- Provide full scenario scripts
- The structure of the scenarios will adhere to:
  - What will the world look like in 2050?
  - What will New Zealand and tourism look like in 2050?
  - Demand and supply side structures
  - Social values held by tourists
  - Implications for New Zealand tourism

**Presentation (constitutes 10% of the course grade):** Not more than 10 slides than conveys the meaning and essence of subject investigated. The student will be expected to answer questions in class about the subject. Each presentation will be 15 minutes, plus 10 minutes for questions.

**Scenario Paper (constitutes 40% of the course grade):** A 5000 (excl appendices) word paper that elaborates in detail the subject selected for investigation that covers scenarios, trends and implications. The assignment will be due by 7<sup>th</sup> October at 12 noon.

This assignment covers course objectives 1 & 2 and skills 1, 2, 3, 5.

### **Mandatory Course Requirements**

To meet Mandatory Course Requirements, students are required to:

- a. Attend all classes, and
- b. Submit all assignments within the allowable timeframe (see the 'Penalties' section below)

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



### **Penalties - for Lateness & Excessive Length of Assignments**

In fairness to other students, work submitted after any deadline will incur a penalty for lateness. The Tourism Management Group has implemented a standardized late penalty for all tourism courses. Students who submit late assignments will be penalized at a rate of 5% per day (including weekends). **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.

Extensions will only be granted under special circumstances. Students who wish to apply for an extension must contact the course coordinator before the due date. 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 duration of the illness. Please take note: workload pressures and computer problems are not a case for extension.

Course Outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.

Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to a course coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.

In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with one of the course coordinators as soon as possible, and make application for waiver of a penalty as soon as practicable.

Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **The penalty will be 10% of the grade for an assignment which is 10% over the word limit.**

### **Grading Guidelines**

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

- A+ excellent performance in all respects at this level
- A excellent performance in almost all respects at this level
- A- excellent performance in many respects at this level
- B+ very good, some aspects excellent
- B, B- good but not excellent performance at this level
- C+, C work satisfactory overall but inadequate in some respects
- D poor performance overall, some aspects adequate
- E well below the required standard
- K failure to achieve mandatory course requirements and have achieved at least average "C" over all the assessment. Note this is a failing grade.

### **Policy on Remarking**

Students may ask for their written work to be remarked. Course instructors in tourism management put tremendous effort into the grading of student assignments. Students are encouraged to speak with the course coordinator if they believe that their mark is not an accurate reflection of the quality of their work.

Application for remarks must be made within 5 days after the marks are available. Allow up to 5 days for remarks to be completed.

### **Referencing**

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site <http://www.victoria.ac.nz/library/research/reference/referencingguides.aspx>

### **Communication**

Information on course-related matters will be announced at class. The course co-ordinator can be contacted using the details on the front of this course outline.

**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/)