TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Management

TOUR 413 SCENARIOS FOR WORLD TOURISM

Trimester 2 2012

COURSE OUTLINE

COURSE COORDINATOR

Dr Ian Yeoman

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ADMINISTRATOR

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Trimester Dates

Teaching Period: Monday 16 July – Friday 19 October

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 27 July 2012.

2. The standard last date for withdrawal from this course is Friday 28th September 2012 After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an *'Application for Associate Dean's Permission to Withdraw Late'* including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers
Monday 9.30 – 12.20 RWW222

Three hours classroom time is allocated to the paper, with a combination of workshops, lectures, visiting speakers and site visits. Some site visits will be outside the timetabled period.

Course Content
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, demographic 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 2015 with the launch of Virgin Galactic.

The course places the student at the centre of the learning process through an action based research methodology called scenario planning in which students engage with key stakeholders, leaders and experts to construct a range of scenarios about the future of tourism in 2050 in order to assess the implications for the tourism industry.

Week		Lecture	Notes
1	16-Jul	Introduction to Scenario Planning and Future Studies	
2	23-Jul	The ABC's of Scenario Planning I / Technology Trends Meet a Futurist	Introduction, matrix, questions, ethics
3	30-Jul	The ABC's of Scenario Planning II / Technology Trends	Scenario planning projects
4	6-Aug	Client Meeting: Initial meeting with Sustainable Futures to discuss project brief	Mock interviews
5	13-Aug	Expert Interviews	**All day activity**
6	20-Aug	ABC of Scenario Planning III / Technology Trends	
		Mid Semester Break	
7	10-Sep	Client Meeting: Interim presentation to Sustainable Future	Group Scenario Matrix Presentation
8	17-Sep	Writing Stories, Iterating Scenarios, Timelines of Change and Communications	
9	24-Sep	Strategic Mapping and Scenario Analysis I	Systems thinking workshop and story boards
10	1-Oct	Developing a Visual Presentation	
11	8-Oct	Strategic Mapping and Scenario Analysis II	Analysis workshop
12	15-Oct	Client Presentation	Analysis workshop

Course Learning Objectives

Programme and Course-Related Learning Objectives – BTM (HONS) / MTM

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 Objectives and Graduate Attributes

This course is designed to enable the student to envision what the future of tourism could be through using the method of scenario planning. The course objectives for TOUR413 map on to the graduate attributes for the BTM (HONS) / MTM as follows:

	Course Objective	Graduate Attributes
1	To envision technological scenarios about tourism in New Zealand by 2050 and assess the strategic implications of such scenarios	*Creative thinking: To think about both the impossible and plausible that improves the student understanding of the future* *Critical thinking: Using the process of reflection and deduction to appraise and construct plausible scenarios*
2	To be part of the social construction process of scenario planning with decision makers, experts and political leaders through an action based research methodology	*Leadership: Be aware and involved in the process of social and business networking* *Communication: Conveyance and synergy of complex issues through written and oral mediums*
3	The development of scenario analysis skills in order to evaluate and make recommendations for the future	*Critical thinking: The application of separation and systems thinking through the sense making of complexity* *Leadership: Make recommendations to industry about future directions in order to be part of that future.*

Skills

In meeting the above objectives and on successful completion of the course, students will be able too:

1. **Identify** the key drivers and trends which will shape the world.
2. **Use** of scenario planning and futures based research methodologies to construct and critically evaluate from a tourism futures perspective.
3. Develop **analytical, team-building, project management, class participation and presentation skills.**
4. Develop a **conceptual framework** of the inter relationship of components and how they **impact** upon each other.
5. Develop **networking skills** in a tourism, business and government environment.

Course Delivery

Class sessions will be highly participatory and student centered and delivered through lecture's workshops and site visits.

This is underpinned by a number of learning principles including;

- The use of an incremental approach to learning through the use of Student Preparation Assignments (SPAs). The purpose of SPAs is to help student scaffold or break down the complexity of larger assessments into manageable learning increments and to reflect upon / apply classroom learning.

- An action research and problem based approach to learning in which students construct, manage, negotiate and develop scenarios.
- The creation of an authentic learning environment through the engagement with key stakeholders, leaders and experts.

Expected Workload

The expected workload for this 15 point course is 150 hours, spread equally over the 14 weeks study period, including mid semester break. Student's non-contact classroom study time will be guided each week through a series of SPAs, which vary from 3-8 hours per week.

Group Work

15% of this course has a group work element. This assignment asks the question **'How could technology change tourism by the year 2075?'** which involves the students acting as consultants to Sustainable Futures who have commissioned this question as a research project. The group work involves the students constructing an initial set of scenarios, collaborating on interviews and managing the project. The expected time load for the group work activity will be indicated in the weekly Student Preparation Assignments (SPAs).

Other elements of the course including the student preparation assignments have a degree of collaboration as a process of reflective learning. You will be expected and encouraged to work in groups and assignments; however reports must be individual submissions. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of assignment questions. Peer and self-assessment will play a part in the learning process, but will not contribute directly towards the course grade.

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.

Tourism futures readings

Yeoman, I (2012) Tomorrow's Tourism. Channelview, Bristol.

Scenario planning and futures readings

Nordland, G (2012) Time-scales in Futures Research and Forecasting. *Futures.* Vol 44, pp408-414

Wade, W (2012) Scenario Planning: A Field Guide to the Future. Wiley, Chichester

Bergman, A. Karlsson, J & Axelsson, J (2010) Truth Claims and Explanatory Claims – An Ontological Typology of Future Studies. *Futures.* Vol 42, pp 857-865

Lindgren, M & Bandhold, H (2009) Scenario Planning. The Link Between Future and Strategy. 2nd Edition. Palgrave, Basingstoke.

Wright, D (2007) Alternative Futures: AmI Scenarios and Minority Report. *Futures.* Vol 40, pp473-488

Royal Dutch Shell / Shell Group (2005) Shell Global Scenarios to 2025: The Future Business Environment – Trends, Trade-Offs and Choices. Institute for International Economics, New York.

Heijden, K. et al (2002) The Sixth Sense: Accelerated Organizational Learning with Scenarios. Wiley, Chichester.

Love, R (2001) Robot Futures: Science Fiction and Futures Studies Methodologies in Action. *Futures.* Vol 33 pp883-889

Miles, I (1993) Stranger That Fiction. How Important is Science Fiction for Futures Studies? *Futures*, Vol 25, pp 315-321

Technology futures

Kaku, M (2011) Physics of the Future. How Science Will Shape Human Destiny and Our Daily Lives in the Year 2100. Doublesday, New York

Santen, R. Khoe, D & Vermeer, B (2010) 2030: Technology That Will Change the World. Oxford University Press, Oxford

Johnson, B (2010) Screen Future. Intel Press, New York

Tapscott, D (2009) Grown Up Digital. McGraw-Hill

Kurzweil, R (2005) The Singularity is Near. Penguin, New York

Assessment Requirements

	DUE DATES
1a. Technology Scenarios – Interim Report (15%)	
- Presentation (Group): 5%	9.30 am 10th September
- Power Point Report (Group): 10%	9.30 am 10th September
1b. Technology Scenarios - (45%)	
- Visualization – 20%	As Class Schedule – 15th October
- Final Report – 25%	As Class Schedule – 15th October
2. Student Preparation Assignments x 8 (40%)	Every week 2-11 (best 6/8) as schedule

A brief outline of the assignments is as follows;
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1. **'How could technology change tourism by the year 2075?** The major assignment has two component parts, group and individual. It is an actioned based research problem in which students construct a set of four outline scenarios based upon the research question **'How could technology change tourism by the year 2075?** For this project students will act as a team of consultants to Sustainable Futures (http://www.sustainablefuture.info/) who have commissioned this question. Data is gathered from expert interviews and secondary sources. The written element of the group assignment is presented in a power point format (20-25 slides) with appropriate notes which convey, support and explain the group presentation.

   The individual component is a detailed scenario analysis of one of the scenarios from the group report, which has a presentation, visualisation and final report element. The purpose of this part of the assignment is to develop students' skills in scenario analysis using appropriate frameworks in order to assess the impacts and consequences of the scenarios. The individual component has two elements, a visualisation component i.e., story board, magazine mock up, poster and an academic style journal article (approximately 3000 words excluding appendices). This assignment covers course objectives 1, 2 & 4 and skills 1, 2, 3 & 4.

2. **Student preparation assignments (SPAs).** Each week students have to complete a SPA which fundamentally prepares the student for the forthcoming lecture, site visits, workshops or preparation for assignments. Students have to complete all ten SPAs and the best six are selected for assessment. Each SPA will take approximately 3-8 hours to complete each week, however the time will be greater when assignment preparation is involved. This assignment covers all the course objectives and skills given the nature of this continuous assessment assignment.

An expanded assessment criteria and schedule including rubrics will be given to students as the course progresses. All assignments are subject to minor modification after discussions with the students in week one.

Quality Assurance Note

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Faculty of Commerce programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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. Please submit late assignments to Room RH 1022.

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 of the illness or event that 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.

Remarking Policy

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 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

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.

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.

Class Representative

A 400 level Bachelor of Tourism Management (HONS) representative was elected in the first trimester.

Communication of Additional Information

All formal notices relating to this course will be posted on the Blackboard website. Because we will only meet face to face once a week, it is critically important that all participants log on and check announcements on a regular basis, at least two or three times a week. 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
Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study

Find out about academic progress and restricted enrolment at
http://www.victoria.ac.nz/home/study/academic-progress.aspx

The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at
http://www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at
www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support
http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices
http://www.victoria.ac.nz/vbs/studenthelp

Te Pūtahi Atawhai
Maori and Pacific Mentoring Programme
http://www.victoria.ac.nz/st_services/tpa/index.aspx