

School of Management

TOUR230 VISITOR MANAGEMENT

Trimester 2, 2015

COURSE OUTLINE

Course Coordinator

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Office hours: Thursdays 1pm-3pm and at other times by appointment

Administrator and Tutor Coordinator

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Tutorial Assistant

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Trimester Dates

Teaching Period: Monday 13th July – Friday 16th October

Study Period: Monday 19th October – Thursday 22nd October

Examination Period: Friday 23rd October – Saturday 14th November (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 24th July 2015.
2. The standard last date for withdrawal from this course is Friday 25th September. 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' form including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

Class Times and Room Numbers

This paper consists of lectures, guest lectures, tutorials and field trips. There will be two lectures a week, Tuesdays and Thursdays from 9.30 am to 10.20 am, for a period of 12 weeks. These lectures will be supported by in total ten tutorials (all are on Tuesdays) and three field trips. The first field trip will be self-guided and can be taken anytime between the week 2 and 4 tutorials. The second field trip to the Wellington Zoo is scheduled for Saturday the 15th of August. The last field trip to Zealandia replaces the lecture and tutorials on the 13th of October.

Lectures	Time	Lecture Theatre
Tuesday	09.30-10.20	GB LT4
Thursday	09.30-10.20	GB LT4

Tutorial No	Time	Day	Room
1	10.30-11.20	Tuesday	RWW222
2	12.40-13.30	Tuesday	RWW312
3	13.40-14.30	Tuesday	RWW128

The sign up for the tutorials will be through **myAllocator** between Thursday 9th July @1pm and Friday 17th July @10.30am. You can find myAllocator by logging into <https://student-sa.victoria.ac.nz/>.

Bachelor of Tourism Management (BTM) Learning Goals and 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 organizations, businesses, and resources
- (c) demonstrate a breadth of tourism management expertise: managing tourism businesses, visitors, and impacts
- (d) 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 tourism management problems

Learning Objectives. Graduates will be able to:

- (a) assess, appraise, and synthesise a range of tourism management issues, plans, and concepts
- (b) identify, access, and evaluate a range of information and data sources
- (c) undertake and apply research in tourism management
- (d) analyse, evaluate, and interpret tourism data (on businesses, destinations, and industry sectors)
- (e) 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 Objectives. Graduates will be able to:

- (a) present original ideas and material effectively using a range of media
- (b) apply advanced written communication 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 individual and group decision making
- (b) develop an understanding of tourism leadership qualities and issues
- (c) acquire an appreciation for good leadership in the workplace through the practicum

Course Content

Tourism and travel involve the purchase and consumption of experiences rather than tangible products. By implication, visitor management (VM) is the management of those very experiences rather than merely management of visitors. At the same time, visitors do 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 is the 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 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. Further theoretical concepts and significant aspects will be discussed throughout the course including risk and service operations management, the use of technological applications in VM and guiding and interpretation. The course also incorporates a number of "focus" lectures that seek to illuminate VM in specific areas and for different types of visitors.

Essential components of the course are field trips in order to transfer gained knowledge to real life examples and guest lectures which provide the student with an insider perspective from experts in the field and the local tourism industry. The tutorial sessions give support for the lectures, the field trips and assignments. The tutorials are used to discuss applied examples as well as providing an opportunity to develop and practice VM related and course-related skills.

The first two field trips to Te Papa and the Wellington Zoo are related to assignments and therefore mandatory course requirement.

- The field trip to Te Papa is self-guided and focuses on first-hand visitor experiences and the identification and analysis of visitor management strategies. This fieldtrip can be taken anytime between the week 2 and 4 tutorials.
- The second field trip is a site visit to the Wellington Zoo and is scheduled for Saturday, 15th August. The site visit builds the basis for the second and third assignment, a verbal report

on how VM approaches address specific target groups and a written VM strategy for the Wellington Zoo.

- The course concludes with a guided field trip to ZEALANDIA (Tuesday, 13th October) which will be an essential part of the exam. The field trip includes a group discussion with staff members of the sanctuary. Details will be advised closer to the time of the excursions.

Participation in the fieldtrips is a mandatory course requirement as assessment components and the final examination relate to the fieldtrips. Please note: Students who miss the fieldtrips to Te Papa, Wellington Zoo and/or ZEALANDIA due to illness or other exceptional circumstances need to seek the permission of the Course Coordinator. They will be expected to visit Te Papa, Wellington Zoo and/or ZEALANDIA at their own expense and in their own time.

Course Content TOUR230

Week	Date	Lectures (Tue and Thu 9.30-10.20 in GB LT4)	Tutorial (see room on BB)
1	14 July	Introduction, definition, role of VM	No tutorial
	16 July	The visitor experience	
2	21 July	Scales of VM	Housekeeping, fieldtrips, assessments, briefing for Assessment 1
	23 July	Stakeholders in VM	
3	28 July	Tools for VM	Self-guided fieldtrip to Te Papa (no tutorial class)
	30 July	Disney Guest Service Guest speaker: Jill Jacobsen - Walt Disney	
4	4 Aug	VM in Museums	Reflection on self-guided field trip
	6 Aug	VM at Te Papa Guest speaker: Edith A. MacDonald, Head of Visitors Insights – Te Papa (TBC)	
5	11 Aug	Risk management (submission Assessment 1)	Preparation for site visit at Wellington Zoo, briefing and forming of groups
	13 Aug	Service operations management Guest speaker: Ian Yeoman – Victoria University	
Saturday 15th Aug: Fieldtrip to Wellington Zoo			
Note: Attending this fieldtrip is mandatory course requirement			
6	18 Aug	Introduction to Wellington Zoo Guest speaker: Oliver de Bern, Visitor Experience Manager - Wellington Zoo Trust	Group work on Assessment 2 presentation
	20 Aug	The role of guiding and interpretation in VM	
Mid-trimester break			
7	8 Sept	Focus: VM and special needs visitors (submission PP Assessment 2)	Presentation of reports I (Assessment 2)
	10 Sept	Technology in VM	

8	15 Sept	Briefing assessment 3, Introduction to strategy writing for VM	Presentation of reports II (Assessment 2)
	17 Sept	The rural visitor experience an VM	
9	22 Sept	The urban visitor experience and VM	Assessment 3 preparation exercise: Strategy preparation and writing
	24 Sept	VM in Destination Management	
10	29 Sept.	Focus: VM in Destination Management - case study	Group discussion: Natural vs. cultural attractions
	1 Oct.	VM in events Guest speaker: Karen Smith – Victoria University	
11	6 Oct	Focus: VM in events - case study (submission Assessment 3)	Exam preparation
	8 Oct	Guiding in a natural attraction setting Guest speaker ZEALANDIA: Darren van Hoof, Lead Ranger Education & Youth Julia Scott, Lead Ranger VE & Guiding	
12	13 Oct	Fieldtrip to ZEALANDIA – The Karori Sanctuary Experience (9.30 – 13.00) Guided tour and discussion on VM strategies at Zealandia	No tutorial
	15 Oct	Course review	

Group Work

Group work contributes to student's learning and the development of their communication, teamwork and leadership skills. For this reason, group work forms an important part of this course. Activities in the tutorials are largely group based. Students are free to visit Te Papa in a group, but please note that Assessment 1 is an individual report and will be assessed individually. Assessment 2, a group presentation that addresses the site visit to the Wellington Zoo, requires student groups to collaboratively prepare a presentation that addresses visitor management approaches experienced at this visit. Students are expected to contribute equally to the preparation of the assignment as well as its presentation.

Expected Workload

Students can expect the workload to be approximately 13 hours per week (20 pt. course), including both scheduled contact time (lectures, tutorials) and tasks outside of class.

Prescription

An examination of the principles of visitor management, relevant strategies and tools. The course seeks to build visitor management skills by critically assessing approaches to the management of visitors and their experiences at different scales and within different contexts.

Overall Course Objectives

It is the aim of TOUR 230 Visitor Management:

1. to explain the role and relevance of the visitor experience in tourism.

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

Course Learning Objectives and Skills

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

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

Readings

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.

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

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

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. 6

Hughes, M., & Morrison-Saunders, A. (2002). Impact of trail-side Interpretive Signs on Visitor Knowledge. *Journal of Ecotourism*, 1(2&3), 122-132.

Hughes, K., Bond, N., & Ballantyne, R. (2013). Designing and managing interpretive experiences at religious sites: Visitors' perceptions of Canterbury Cathedral. *Tourism Management*, 36, 210-220.

Lane, M. (2007). The Visitor Journey: The New Road to Success. *International Journal of Contemporary Hospitality Management*, 17(3), 248-254.

Leask, A. (2009). Progress in Visitor Attraction Research. *Tourism Management*, 31, 155-166.

Mason, P., & Christie, M. (2003). Tour Guides as Critically Reflective Practitioners: A Proposed Training Model. *Tourism Recreation Research*, 28(1), 23-33.

Mason, P. (2005). Visitor Management in Protected Areas: From 'Hard' to 'Soft' Approaches. *Current Issues in Tourism*, 8(2&3), 181-194.

Rojas, C. d., & Camarero, C. (2008). Visitors' Experience, Mood, Satisfaction in a Heritage Context: Evidence from an Interpretation Center. *Tourism Management*, 29, 525-537.

Poria, Y., Biran, A., & Reichel, A. (2009). Visitor's Preferences for Interpretation at Heritage Sites. *Journal of Travel Research*, 48(1), 92-105.

Shackley, M. (Ed.). (1998). *Visitor Management: Case Studies from World Heritage Sites*. Oxford: Butterworth-Heinemann.

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.

Assessment

The assessments for this course include two written assessments, a verbal report and the final examination. Assessment 1 is a written report that addresses the self-guided fieldtrip to Te Papa. 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 is an oral presentation and asks students to identify and analyse VM approaches and tools used in the Wellington Zoo. This assessment centres in particularly on how VM strategies and approaches address specific target groups. In doing so, students relate theoretical considerations on visitor experiences to a Wellington example. The fieldwork exercises will encourage critical reflection about current visitor management practice at several sites around Wellington. Verbally presenting their findings in a group will help students achieve communication, teamwork and leadership skills, thereby addressing graduate attributes as identified by Victoria University of Wellington.

Assessment 3, the preparation of a VM strategy provides students with the opportunity to employ the VM skills they gained in an applied fashion, thus gaining confidence in choosing and applying appropriate visitor management tools. The final examination can address course content of lectures, tutorials, field trips and assessments.

Assessment Requirements

Type of assessment	Percentage of final grade	Due date	Course learning objectives and skills
Assessment 1 <ul style="list-style-type: none"> written report in form of a mystery shopper report based on self-guided field trip to Te Papa 	15%	Tuesday 11 August, 9.30 am	2, 4
Assessment 2 <ul style="list-style-type: none"> group presentation based on site visit to the Wellington Zoo 	10%	Submit PowerPoint slides (or similar) to your tutor (via Blackboard) by 9.30am on Tuesday 8 th September. Presentations will be scheduled on Tuesday 8 th and 15 th September.	2, 3, 4
Assignment 3 <ul style="list-style-type: none"> written report, visitor management strategy based on site visit to the Wellington Zoo 	35%	Thursday 24 September, 9.30 am	2, 3, 4, 5
Exam	40%	-	1, 2, 3, 5

Assessment 1

Written report in form of a mystery shopper report, value 15%

Identify visitor management strategies of Te Papa Museum and evaluate how they impact on your visitor experience. Familiarise yourself with the concept of mystery shopping and write a “Mystery Shopper Report” on how the applied visitor management strategies of Te Papa museum affect your visitor experience. Additional information on the assessment will be provided in the tutorial in week 2. The focus of this assessment is on the identification of VM approaches and tools and their discussion in the context of your experience. While you may want to visit Te Papa as a group, the report must be prepared and submitted individually.

Word limit: 1,500 words.

Due by: Tuesday 11 August, 9.30 am (Rutherford House, Mezzanine floor Box #18)

Assessment 2

Group Presentation (10-12 min.), value 10%

Put yourself in the position of a specific target group (e.g. family with preschool children, disabled, non-English speaking person) and identify from this perspective the visitor management approaches and tools implemented in the Wellington Zoo. Possible target groups will be discussed at the briefing for the site visit (week 5).

In a group, prepare a group presentation (in total 10-12 min.) on the identified approaches and tools and how they specifically apply (or don't apply) to the target group. Make use of photographs and illustrations to support your arguments. Additional information on the assessment will be provided in the tutorial in week 5. The focus of this assessment is on the identification and discussion of VM approaches and tools as they relate to specific target groups as well as presentation skills employed to communicate your results.

Submit Powerpoint slides (or similar) to your tutor (via Blackboard) by 9.30am on Tuesday 8th September. Presentations will be scheduled on Tuesday 8th and 15th September.

Assessment 3

Written report in form of a visitor management strategy for the Wellington Zoo, value 35%

Based on your knowledge of VM strategy preparation and Wellington Zoo's tourism product as developed in lectures, tutorials and site visit, prepare a VM strategy document for the Wellington Zoo. This strategy should include a variety of VM dimensions such as guiding, interpretation, risk and service operation management. One section of the Zoo's strategy needs to address the question of how conservation concepts can be linked to an enhanced visitor experience. Another section of the strategy will relate to the appropriate application of technology (as discussed in week 6) and how it can be applied to improve for example risk and service operation management and the visitor experience in the Wellington Zoo. Additional information of the assessment will be provided in the tutorial in week 5. The assessment of your strategy will consider the appropriateness and feasibility of the management tools you recommend as well as the form and structure of the document.

Please note that background information and relevant data material about the Wellington Zoo are publically available or will be provided during the briefings in tutorials. Students must not contact the Wellington Zoo directly for course related issues. The Wellington Zoo supports this course with free entrance tickets for the students and will award a prize for the best visitor management strategy.

Word limit: 3,500 words

Due by: Tuesday, 1st October, 9.30am (Rutherford House, Mezzanine floor Box #18)

Assessment 4

Examination: value 40%

This course has a three hour final examination. The exam will include a section based on a case study of ZEALANDIA which links to the third fieldtrip visit.

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the following period:

Friday 23rd October – Saturday 14th November (inclusive)

Assessment criteria and assignment submission

In order to make TOUR230 assignment expectations transparent to you please read the following advice on assessment criteria carefully:

All written assignments have to be **fully referenced** as well as **formatted in line with the Guide for Tourism Management Courses**, and include – where appropriate – illustrations or data tables. Evidence of **wide reading and the ability to develop, structure and present material, ideas and arguments clearly and effectively** will have a bearing on the mark assigned to the work. Equally, presentation, formatting and referencing of your assignments will also have a bearing on the mark. You are expected to prepare **two copies** of each assessment, of which you need to submit one copy to the appropriate assignment box on level 2 of the Murphy building and keep the other copy for your reference; you also need to keep an electronic copy of your work. Please be aware that we cannot accept work submitted by email. For detailed guidance on referencing, essay format and other useful information please consult the Guide for Tourism Management Courses 2015.

Referencing of Assessments

There are many different styles of referencing. For Tourism Management courses, please refer to the 2015 version of the Guide to Tourism Management Courses. A copy of this guide is available on Blackboard.

Late Submission

Late assignments are to be handed in at **Level 10 Reception, RH 1022** during Reception Desk hours, **9am till 5pm Monday to Friday during term time**. An Administrator or Duty Receptionist will stamp the assignment with the date and time. Late assignments that do not have **the time and date and signed by** the Administrator for the course or Duty Receptionist, will incur late penalties from the time the Administrator receives it. Assignments left on the Reception Counter, or slid under the door of the Reception office will also incur penalties from the time and date they are recovered. Note that there is no provision to accept assignments on weekends or public holidays.

Penalties

- In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 10% of the marks available (marks available means what the assignment is worth i.e. 20% or 20 marks)** for an assignment submitted after the due time on the due date **for each part day or day late**. (for example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). **Closed University days, Saturdays, Sundays and public holidays** will be included when counting the number of days late. An assignment late day begins from the time the assignment is due. Assignments received **more than 7 days after the due date** will not be accepted.

- Course Outlines provide a signal to students of forthcoming workload and dates of submission. 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**. All such applications must be made to the Tutorial Coordinator (Luisa Acheson) before the deadline, wherever possible, 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. In appropriate circumstances this can be applied retrospectively.
- Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must ...

1. attend at least eight of ten tutorials - so that they will have the opportunity to develop a deeper understanding of the concepts of visitor management, as well as enhance their oral communication and teamwork skills.
2. attend the self-guided fieldtrips to Te Papa, the site visit to the Wellington Zoo and the guided field trip to ZEALANDIA in order to gain a deeper understanding on how visitor management tools and strategies are employed in real life examples. Please note, field trips are part of the assignments and the final exams and students who would miss the excursions might struggle to produce satisfactory results.
3. obtain at least 40% in the exam - in order to demonstrate that they have achieved Course Learning Objectives 1, 2, 3 and 5 independently of any external assistance

Please contact the Course Coordinator (Dr Dominik Huber) if exceptional personal circumstances mean you are unable to meet the Mandatory Course Requirements.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Assessment

The Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

Communication of Additional Information

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.

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to general information

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
