

School of Management

## **TOUR 413 SCENARIOS FOR WORLD TOURISM**

Trimester Two 2015

### **COURSE OUTLINE**

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#### **COURSE CO-ORDINATOR**

**Associate Professor Ian Yeoman**

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#### **ADMINISTRATOR**

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#### **Trimester dates**

Course Period: Monday 13<sup>th</sup> July - Thursday 22<sup>nd</sup> October 2015

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 24<sup>th</sup> July 2015.
2. The standard last date for withdrawal from this course is Friday 25<sup>th</sup> September 2015. 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**

<i>Workshop</i>	<i>Time</i>	<i>Room</i>
Thursday	11.30 – 14.20	GBG04

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

## Course Delivery

Class sessions will be highly participatory and student centred 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 12 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

This assignment investigates the 'Future of i-SITEs and Technology' for Positively Wellington Tourism (PWT) (<http://www.wellingtonnz.com/discover>) in which the students as will undertake interviews, literature reviews, project management, scenario workshop construction and presentation of findings on 11<sup>th</sup> September to PWT stakeholders and management. This assignment represents 15% of the course grade as group work. The expected time load for the group work activity will be indicated in the weekly Student Preparation Assignments (SPAs).

## Course Prescription

This course enables students to envision, construct and assess future worlds of tourism using scenario planning and other future methods

## Course Objectives and Graduate Attributes

The course objectives for TOUR413 map on to the graduate attributes for the BTM (HONS) / MTM as follows:

	<b>Course Objective</b>	<b>Graduate Attributes</b>
1	To envision scenarios about tourism and assess the strategic implications of such scenarios	<i>Creative thinking: To think about both the impossible and plausible that improves the student understanding of the future</i>  <i>Critical thinking: Using the process of reflection and deduction to appraise and construct plausible scenarios</i>
2	To be part of the social construction process of scenario planning with decision makers, experts and political leaders through an action based research	<i>Leadership: Be aware and involved in the process of social and business networking</i>

	methodology	<i>Communication: Conveyance and synergy of complex issues through written and oral mediums</i>
3	To develop scenario analysis skills in order to evaluate and make recommendations for the future	<i>Critical thinking: The application of separation and systems thinking through the sense making of complexity</i>  <i>Leadership: Make recommendations to industry about future directions in order to be part of that future.</i>

### Course Content

Each year, the students research a specific topic which is important for the future of tourism and relevant to stakeholders. In 2015, the focus will be the future of i-SITEs and technology.

In September 2012, Auckland i-SITE review concluded:

“international visitor arrivals into New Zealand have steadily increased over the past 12 years, ...the visitor mix has changed with an increase in Chinese visitors who tend to travel on packaged tours and therefore do not need i-SITE services. i-SITE visitor numbers and gross sales are on a downward trend. The increase in the availability of information and the use of smart phones has contributed to the drop off in the use of i-SITEs generally and offers an opportunity to reach customers differently. It is expected that the current trend of visitor numbers, the change in visitor mix and the use of digital options will continue”. This has resulted in the closure of five i-SITEs<sup>1</sup>.

Given this situation, what is the future of i-SITEs in NZ and Wellington? Will the Auckland trend be replicated or was the Auckland review shaped by politics specific to that city? Will Chinese visitors of the future be FIT rather than group travel? These trends sit against a background of technological change whether it is smart phones, google glass, augmented reality, Moore’s law, optical computing, brain-computer interfaces, singularity, virtual reality, facial recognition and ubiquitous computing. How do these future technologies re-shape the provision of i-SITEs? Is it something like Google’s information centre in New York<sup>2</sup>, a project which failed? Is technology ‘over done’ and the future information provision still about personal recommendation and human contact?

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 i-SITE(s) and technology set in 2030. The partner and client for this course is Positively Wellington Tourism. You will act as consultants addressing the problem situation, presenting options for change and making recommendations.

<sup>1</sup> <http://businessaucklandnz.com/news/entry/closure-of-five-auckland-i-sites-confirmed>

<sup>2</sup> <http://www.cnet.com/news/google-powers-new-nyc-information-hub/>

<b>Wk No.</b>	<b>Lecture</b>
<b>Wk 1. 16<sup>th</sup> July</b>	Introduction to the Course
<b>Wk 2. 23<sup>st</sup> July</b>	Scenario Planning and Tourism Futures
<b>Wk 3. 28<sup>th</sup> &amp; 30<sup>th</sup> July</b>	28 <sup>th</sup> July @10.30 – 11.30 – Briefing meeting David Perks, CEO, Positively Wellington @ Level 28, Plimmer Towers, 2-6 Gilmore Terrace, Wellington  30 <sup>th</sup> July – Technology Futures
<b>Wk 4. 6<sup>th</sup> Aug</b>	Scenario Based Interviews
<b>Wk 5. 13<sup>th</sup> Aug</b>	Technology Scenarios Workshop and Timelines
<b>Wk 6 20<sup>th</sup> Aug</b>	Presentation Briefings
<b>Inter semester break</b>	
<b>Wk 7. 8<sup>th</sup> &amp; 10<sup>th</sup> Sept</b>	8 <sup>th</sup> September @10.30 – 11.30. Presentation to PWT stakeholders @ Level 28, Plimmer Towers, 2-6 Gilmore Terrace, Wellington  10 <sup>th</sup> September – Scenario Analysis
<b>Wk 8. 17<sup>th</sup> Sept</b>	Story Telling
<b>Wk 9. 24<sup>th</sup> Sept</b>	Visualisation
<b>Wk 10. 1<sup>st</sup> Oct</b>	No Scheduled Class – Visualisation Activities
<b>Wk 11. 8<sup>th</sup> Oct</b>	Finalization – Individual Appointments
<b>Wk 12. 15<sup>th</sup> &amp; 16<sup>th</sup> Oct</b>	15 <sup>th</sup> October – Presentation Practice  16 <sup>th</sup> October @12.30 – 1.30pm - Presentation to PWT stakeholders @ Level 28, Plimmer Towers, 2-6 Gilmore Terrace, Wellington

## Assessment

DUE DATES	
<b>1. Outline Group Scenarios - <i>The Future of i-SITEs and Technology</i> (15%) – 11th September</b>	
<b>2. Scenarios Analysis - (45%)</b>	
- Visualization – 20%	16 <sup>th</sup> October 2015 @4pm
- Final Report – 25%	22 <sup>nd</sup> October @4pm
<b>2. Student Preparation Assignments x 4 (40%)</b>	Best 4 out of 6 from weeks 1-11, (approximately every two weeks)

A brief outline of the assignments is as follows;

- 1. Group Assignment: The Future of i-SITE(s) and Technology.** This group assignment is based upon an action research methodology called scenario planning in which students construct a set of four outline scenarios investigating the future of ‘i-SITE(s) and technology’ For this assignment, the students will act as a team of consultants to Positively Wellington Tourism (PWT) who have commissioned this research. Data is gathered from expert interviews and secondary sources. The group element of the project is presented to PWT stakeholders, management and team members. The assignment for the group element is both the presentation and PowerPoint slides (ppt) with appropriate notes which convey, support and explain the group presentation. The assignment covers course objectives 1 & 2.
- 2. Scenario Analysis:** The individual component is a detailed scenario analysis of one of the scenarios from the group PowerPoint 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, or poster) and a final report (approximately 2500 words excluding references and appendices). The assignment includes a presentation to the PWT stakeholders, management and team members. Both elements of this assignment cover course objectives 2 & 3.
- 3. Student preparation assignments (SPAs).** Approximately every two weeks 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 six SPAs and the best four SPAs are selected for assessment. Each SPA will take approximately 2-6 hours to complete each week, however the time will be greater when assignment preparation is involved. SPAs are posted via an individual student blog on Blackboard. This assignment covers course objectives 1, 2 & 3.

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.

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

	<b>Grade</b>	<b>Normal range</b>	<b>Midpoint</b>	<b>Indicative characterisation</b>
Pass	A+	90%–100%	95	Outstanding performance
	A	85%–89%	87	Excellent performance
	A-	80%–84%	82	Excellent performance in most respects
	B+	75%–79%	77	Very good performance
	B	70%–74%	72	Good performance
	B-	65%–69%	67	Good performance overall, but some weaknesses
	C+	60%–64%	62	Satisfactory to good performance
Fail	C	55%–59%	57	Satisfactory performance
	C-	50%–54%	52	Adequate evidence of learning
	D	40%–49%	45	Poor performance overall, some evidence of learning
	E	0%–39%	20	Well below the standard required

### Referencing

There are many different styles of referencing. For tourism management courses, please refer to the *Guide for Tourism Management Courses*.

### Policy on Remarking

Every attempt is made to ensure that the marking is consistent and fair to students. If you have a question about your grade, first talk to the course coordinator. As per FCom policy, students may ask for their written work to be remarked. Details of the remarking procedures are available on Blackboard. Application for remarks must be made within 5 days after the marks are available and submitted to the Tourism Management Administrator Luisa Acheson in RH1022, 10<sup>th</sup> floor of Rutherford House at Pipitea Campus. Allow up to 5 working days for remarks to be completed.

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

- (i) **For Penalties for Lateness & Excessive Length of Assignments** in fairness to other students, work submitted after any deadline will incur a penalty for lateness. The penalty is 10% of the marks available. For example, the Scenario Analysis Final Report is worth 25% or 25 marks. If that assignment is submitted after the due date for each part day or day and the student receives 50%, then one day late means the will be marked out of 22.5 and the student will receive 50% of 25. **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.
- (ii) **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 The School of Management Reception RH1022.
- (iii) 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 waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.

- (iv) Students who are unable to comply with any of the workloads and deadlines 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.
- (v) All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. 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.
- (vi) 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.
- (vii) 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.**
- (viii) Late assignments (except SPAs) are to be handed in at the School of Management **Level 10 Reception, RH 1022**, during Reception Desk hours, **9am until 5pm Monday to Friday**. Late assignments that are not time- and date-stamped by the Administrator or Duty Receptionist will incur late penalties from the time the Administrator/Duty Receptionist 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.*

### **Tourism Futures Readings**

Yeoman, I (2012) 2050 Tomorrow's Tourism. Channelview, Bristol.

### **Scenario Planning and Futures Readings**

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

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

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

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

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

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.

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

**Technology Readings**

A comprehensive list of technology and technology futures readings to support SPA assignments throughout the course.

**Class Representative**

The course is represented by the Bachelor of Tourism Management (HONOURS) / Master of Tourism Management representation elected in the first semester rather than a course representative for TOUR413.

**Communication**

Information on course-related matters will be announced in the lectures and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It is crucial that you regularly check Blackboard for messages, announcements and materials. On occasion information may also be sent to your Blackboard registered email account; please check this regularly as well. The course also uses Facebook for discussions, assignments hints and interesting articles and tutorial. You will need to 'like' the page to gain access. See <https://www.facebook.com/2030isite>

**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.