Faculty of Commerce and Economics
School of Marketing

SERV4003
Tourism Policy and Planning

COURSE OUTLINE
SESSION 1 2006
Dear Students,

Welcome to your studies in SERV4003 Tourism Policy and Planning. I hope that you will enjoy the course and am confident you will build a firm foundation of tourism knowledge for further tourism studies in the SERV degree program. My hope is that you will enjoy the participatory approach in class and happily meet the various challenges you will experience along the way. Over time – I anticipate and indeed encourage students’ increased contribution. We are together embarking on a great learning journey!

To maximise your benefit from the course experience, it is essential that you understand the course requirements, content, teaching methods, assessment tasks, texts, readings and general expectations. It is a good idea also to read the course outline carefully before the first session. It is designed to equip you with as much information as possible from the start of your course, so that you will know what to expect and also what UNSW expects of you to fulfil course requirements satisfactorily. If you have any questions, please feel free to contact me.

I look forward to our journey into the fundamentals of tourism and destination marketing.

Nina Mistilis
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</table>
1. COURSE STAFF

Course coordinator
Dr Nina Mistilis
John Goodsell Building Room 243
Phone 9385 2639 Email n.mistilis@unsw.edu.au
Consultation: Thursday 1530-1730 hours
Other times by appointment

Dr Nina Mistilis is a senior lecturer in the tourism and hospitality management group, School of Marketing, University of New South Wales. She publishes widely, her current tourism research interests being policy and planning (including knowledge management for crises and disasters), and information and communication technology (ICT) and management and has received a number of tourism grants. She is a foundation board member and vice president of the Australasian Chapter of the International Federation of Information Technology and Tourism (IFITT). Her earlier industry experience includes senior appointments in a tourism lobby group and in a global banking corporation. She has a Bachelor of Arts with honours in politics from Macquarie University and a Doctorate of Philosophy in Political Science from the Institute of Advanced Studies, Australian National University.

1.1 Communication with Staff
Contact staff in addition to above – by email or phone

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
The course has a three-hour lecture and tutorial each week; there is no tutorial in week one or fourteen. In the earlier weeks of the course, the lecture and tutorial will normally be about one and one half hours each; from week 9, the whole class time will be mainly in tutorial format:
Lecture and Tutorial Wednesday 1300-1600 (Mat 102)

2.2 Units of Credit
The UOC value for the course is six units of credit

2.3 Parallel teaching in the course
n/a

2.4 Relationship of this course to other course offerings
The course forms an integral part of the core program in tourism for the year four of the Bachelor of Commerce Services Marketing (Tourism, Hospitality).

2.5 Approach to learning and teaching
There is a mix of teaching strategies which together aim to develop skills (personal and academic) and knowledge associated with the objectives of the course. The delivery is student centred with readings and other preparation for class each week, lecture/presentations by academic and key industry visitors.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The course aims to survey key issues in international tourism management and encourage creative strategic management problem solving in preparation for the students' graduate entry into the workforce. The course introduces students to key concepts associated with global tourism strategic management and the practical experience of analysis in and application to a
contemporary case study. The areas of study in the course include an approach to the (tourism) case study method, an analysis of key issues in international tourism management and step by step application of case study analysis.

Tourism is uncharted and of growing importance on a global scale, yet challenging to manage and develop in the marketplace. Although tourism is forecast to increase globally, especially in the Asia Pacific region, so too is competition, especially amongst destinations. Therefore future tourism managers, leaders and decision-makers need a thorough knowledge of its complex nature and characteristics to underpin their competent management. More generally, they need to ensure that their destination and their firm can continue to offer a competitive tourism product.

Tourism is a demanding academic discipline due to its recent development and consequent gaps in its literature. The course aims to contribute to the provision of suitably qualified tourism managers in Australia and globally, by providing students with skills and advanced knowledge necessary for swift critical analysis and sound managerial decision-making in the context of the challenges in this exciting, rapidly expanding industry.

### 3.2 Student Learning Outcomes

Upon successful completion, the student should be able:

1. to demonstrate advanced skills in information literacy, in critical analysis and in written, oral and poster communication;
2. to demonstrate a firm foundation of knowledge of critical issues in international tourism management, including basic concepts in strategic tourism management, which enables analysis and problem solving in these fields; and
3. to apply conceptual frameworks and theories to identify and analyse a range of international strategic tourism issues.

### 3.3 Teaching Strategies

Lectures are generally interactive with students encouraged to participate by sharing a tourism experience which highlights some important point, by commenting on any concept of interest or concern, or by querying any contention in an informed or logical manner. Expert industry and academic visitors also give lectures from time to time. The tutorials encourage more relaxed and applied analysis of the topic through set tasks and group work, thereby facilitating deep learning.

The course outline is available on the course website which is accessible through http://vista.elearning.unsw.edu.au or through the School of Marketing website. The lecture notes for week one will be handed out in the lecture; for all other weeks they will be placed on the UNSW Web by close of business (COB) each Tuesday. Additional reference material on the topics may be advised or handed out to students during the semester. Students should print the lecture notes out and bring them to the lecture. Students are advised to prepare for each topic by completing the readings and tasks listed for the week and to participate fully in informed discussion during class.

The teaching rationale is that students should take control of their academic and personal development. This in turn leads to increased confidence in their learning ability, critical analysis, information literacy and problem solving, now whilst at university. It also prepares students for tourism leadership and their future management roles in the tourism workforce.

### 4. STUDENT RESPONSIBILITIES AND CONDUCT

For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website. http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_Policies

### 4.1 Workload
It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

4.2 Attendance
Your regular and punctual attendance at lectures and tutorials is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

4.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct, which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: [www.my.unsw.edu.au](http://www.my.unsw.edu.au)

4.4 Keeping informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.

5. LEARNING ASSESSMENT

5.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

5.2 Assessment Details
There are five assessments in total, detailed below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment</th>
<th>Due</th>
<th>weight (%)</th>
<th>learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment one – international case study in tourism management- issues in tourism</td>
<td>tutorial wk 2, 3 - case choice</td>
<td>5</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1130hrsWed wk6</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assessment two midterm test</td>
<td>lecture wk7</td>
<td>30</td>
<td>2.1 - 2.2</td>
</tr>
<tr>
<td>3</td>
<td>Assessment three – Australian case study report - tourism management</td>
<td>1130hrsWed wk 13</td>
<td>30</td>
<td>2.1 - 2.3</td>
</tr>
<tr>
<td>4</td>
<td>Assessment four class participation</td>
<td>ongoing</td>
<td>15</td>
<td>2.2, 2.3</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
1. Assessment one – international case study = 25%

**Topic:** International case study in tourism management - issues in tourism

**Length:** 2500 words

**Date Due:** tutorial wk 2, 3 choice; 1130hrs Wed wk6

This is a group assignment of two students and it has two parts. The students will choose a case study from Part 2, section 4 (text), first apply the case study method to it (10%) and second answer the questions at the end of the case study (10%). It must include some literature review or critical analysis related to the topic of one of the case study questions, using five recent (up to four years old) journal articles.

2. Assessment two – mid term test - 30%

**Topic:** All topics weeks 1-6; format:
- Short answer – choose two questions out of three 10% (5 + 5)
- Case study - 10%

**Length:** Two hours long

**Date:** The test held in the lecture time week 7

The questions will test application of knowledge and critical analysis as well as problem solving in tourism management.

3. Assessment three tourism case study report - 30%

**Topic:** Australian case study report - tourism management

**Length:** 3000 words

**Date Due:** 1130hrs Wed wk 13

This is a group assignment with students forming groups of four students. The students will choose a Sydney located Australian tourism company and topic, or a Sydney located Australian company with a tourism topic, and conduct a case study analysis, applying the case study method of a step by step approach to it. The company and topic must be chosen in consultation with, and approved by, NM before week 7.

The case study analysis must follow Easton (1992) guidelines, discussed in class weeks 1-8. The report should also include a literature review or critical analysis of a relevant topic in the case, using five recent (up to four years old) journal articles references.

As a guide to writing your plan, and aside from Easton (1992) recommended headings below, ensure that it also includes the headings in the body section of EDU Writing a Report and note that the executive summary is not included in word count:
- Understanding the situation
- Diagnosing problem areas
- Generating alternate solutions
- Predicting outcomes
- Evaluating alternatives
- Rounding out the analysis
- Communicating the results

See the FCE EDU (education development unit) site for the resource ‘Writing a report’, [http://wwwdocs.fce.unsw.edu.au/fce/EDU/eduwritingreport.pdf](http://wwwdocs.fce.unsw.edu.au/fce/EDU/eduwritingreport.pdf) for assistance in explaining the process, initially by focusing on these questions. This is also loaded in the course site under the ‘Other stuff’ folder.

*What is a report?*
What kinds of reports are you required to write in the Faculty of Commerce and Economics?
How do reports differ from essays?
Why are you asked to write so many reports in the Faculty of Commerce and Economics?
Are reports written for university courses the same as professional reports?
What is the structure of a report?
What format should be used for the report?
What are appropriate headings and subheadings?
Should you use 'academic English' in a report?
What makes a good report?

If students need more help with the assessment, other than that given in class, they should contact library or EDU staff. See appendix for marking criteria.

4. Assessment six - class participation – 15%
Participation is through informed discussion and critical analysis; it is ongoing in all classes. Students must bring to the tutorial and be prepared to present to class in each week 4-6, 8 a recent journal article related to the issue topic of the week (for example, week 4 - tourism organizations) and a half page dot point summary of its main points.

Students will form groups of about four persons and work within them for the tutorial each week. Students are encouraged to draw on personal tourism experience to illustrate, apply, explore and discuss a point, developing the ability to locate it within some theoretical framework.

5.3 Assignment Submission Procedure
The drop box is on level three of the Goodsell Building, at the entrance hallway to the School of Marketing.

5.4 Late Submission
Information about late submission of assignments, including penalties, is available on the School of Marketing’s website


Due times and dates for submission of assignments are strict and failing to meet the deadline – even by a few minutes – will be penalized. Any special consideration for delayed submission due to illness or misadventure, must be flagged to the course coordinator before the due date. In all such circumstances the student must see the Faculty counsellor and due process initiated.

5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at:

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_SpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format
Assignments should be typed with wide margins and single line spacing, 11 or 12’ font and include a title page with course name, student name and id and assignment title as well as headings as appropriate. The disclaimer form must be signed and included (Appendix).

6. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one’s own.*

Examples include:
- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:
- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow
sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESOURCES

7.1 Course Resources

Texts (available for purchase in the UNSW bookshop)

Mistilis, N. (2006) SERV4003 Study Kit

Study Kit contents:
Mistilis, N. (2006) SERV4003:

Newspapers and magazines:
The Age
Asian Wall Street Journal
The Australian
Australian Financial Review
The Bulletin
Business Review Weekly
The Economist
Far Eastern Economic Review
Sydney Morning Herald
Time magazine

Other reference material held in library


Mak, James. (2003) *Tourism and the economy*. Honolulu, HI : University of Hawai'i Press,


SREF338.479105/23


**Recommended Internet sites**

World Tourism Organisation (WTO) nb Australia is a member

http://www.world-tourism.org/

World Travel and Tourism Council (WTTC)

http://www.wttc.org

Australian Office of National Tourism


Pacific Asia Travel Association (PATA) nb – UNSW is a member

http://www.pata.org

Australian Bureau of Statistics


Australian Tourist Commission

http://www.atc.net.au

Travel and Tourism Intelligence

http://www.t-ti.com/index.htm

**Tourism related journals (* journals held in the UNSW library*)**

*Annals of Tourism Research S338.479105/3

*Australian Journal of Hospitality Management S657.9494005/1

*Bureau of Tourism Research Publications SQ647.9494005/2*
7.2 Other Resources, Support and Information

Information about other services available for students. This can be detailed either on a School website and referred to in the course outline or provided as in the example below.

The University and the Faculty provide a wide range of support services for students, including:

- **Learning and study support**
  - FCE Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCT information (http://www.edtec.unsw.edu.au)

- **Counselling support** - http://www.counselling.unsw.edu.au

- **Library training and support services** - http://info.library.unsw.edu.au

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure

- **Occupational Health and Safety** policies and student responsibilities;
8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

9. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
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</thead>
<tbody>
<tr>
<td>24-July</td>
<td>1</td>
<td>Welcome to the course and topic overview; Profile of students; class occupational health and safely</td>
<td>TEXT CH1</td>
<td>DR MISTILIS</td>
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<td></td>
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<td><strong>TOPIC I: INTRODUCTION – THE CASE METHOD</strong></td>
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<tr>
<td></td>
<td></td>
<td>1. text chapter outline</td>
<td>Easton (1992)</td>
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<td></td>
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<td>2. the case study method</td>
<td>Leser (1997)</td>
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<td></td>
<td></td>
<td><em>nb no tutorial this week</em></td>
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<tr>
<td>31 July</td>
<td>2</td>
<td>Feedback - discussion of writing - journal assignment</td>
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<td>DR MISTILIS</td>
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<td></td>
<td><strong>TOPIC I: INTRODUCTION – THE CASE METHOD</strong></td>
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<td>TUTORIAL Leser (1997) case study Bali</td>
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<td></td>
<td></td>
<td>Each student group will:</td>
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<td></td>
<td></td>
<td>• identify main issues in destination Bali</td>
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<td></td>
<td></td>
<td>• ‘map’ main issues in diagram on large sheets paper (provided)</td>
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<td></td>
<td></td>
<td>• show any links between issues</td>
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<td>• suggest how to rectify these issues, applying case method criteria of the step-by-step approach (Easton, 1992)</td>
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<tr>
<td>7 Aug</td>
<td>3</td>
<td><strong>TOPIC II: KEY ISSUES IN INTERNATIONAL TOURISM MANAGEMENT</strong></td>
<td>TEXT CH 2, 3</td>
<td>DR MISTILIS</td>
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<td></td>
<td>TUTORIAL</td>
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<td>• Map the 20 management issues identified in text ch 3, showing links between them and possible solutions</td>
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<td>• Identify any additional issues and their links and possible solutions</td>
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<tr>
<td>WEEK BEG.</td>
<td>WK NO.</td>
<td>CONTENT</td>
<td>READINGS</td>
<td>LECTURER</td>
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<tr>
<td>14 Aug</td>
<td>4</td>
<td>TOPIC III: CASE STUDIES IN INTERNATIONAL TOURISM MANAGEMENT</td>
<td>TEXT Part 2 case study 1</td>
<td>DR MISTILIS</td>
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<tr>
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<td></td>
<td>TUTORIAL</td>
<td></td>
<td>INDUSTRY VISITOR</td>
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<td>Bring to class one recent journal article on the topic for discussion</td>
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<td></td>
<td>Case Study – tourism organizations – British Airways</td>
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<tr>
<td>21 Aug</td>
<td>5</td>
<td>Feedback - TOPIC III: CASE STUDIES IN INTERNATIONAL TOURISM MANAGEMENT</td>
<td>TEXT Part 2 case study 7</td>
<td>DR MISTILIS</td>
</tr>
<tr>
<td></td>
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<td>TUTORIAL</td>
<td></td>
<td>INDUSTRY VISITOR</td>
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<td></td>
<td>Bring to class one recent journal article on the topic for discussion</td>
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<td></td>
<td></td>
<td>Case Study – tourism destinations – tourism in the Asia Pacific</td>
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<tr>
<td>28 - Aug</td>
<td>6</td>
<td>Feedback - discussion of topic and case choice – Australian case study</td>
<td>TEXT case 13</td>
<td>DR MISTILIS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOPIC III: CASE STUDIES IN INTERNATIONAL TOURISM MANAGEMENT</td>
<td></td>
<td>INDUSTRY VISITOR</td>
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<td>TUTORIAL</td>
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<td>Bring to class one recent journal article on the topic for discussion</td>
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<td>Case Study – tourism industry sectors – Boutique Hotels</td>
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<tr>
<td>4 Sept</td>
<td>7</td>
<td>MID TERM TEST</td>
<td></td>
<td>DR MISTILIS</td>
</tr>
<tr>
<td>WEEK BEG.</td>
<td>WK NO.</td>
<td>CONTENT</td>
<td>READINGS</td>
<td>LECTURER</td>
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| 11 Sept  | 8     | *Feedback - discussion of topic and case choice – Australian case study*  
TOPIC III: CASE STUDIES IN INTERNATIONAL TOURISM MANAGEMENT  
TUTORIAL  
Case Study – The future of tourism  
Bring to class one recent journal article on the topic for discussion | TEXT Case 37 | DR MISTILIS  
INDUSTRY VISITOR |
| 18 Sept  | 9     | *TOPIC IV: YOUR AUSTRALIAN CASE STUDY IN TOURISM MANAGEMENT – PREPARATION*  
TUTORIAL  
O/head or PPT Presentation to class of case and topic; critical evaluation by class | | DR MISTILIS |
|          |       | **MID TERM BREAK** | | |
| 2 Oct    | 10    | *Feedback - discussion of your Australian case study*  
TOPIC IV: YOUR AUSTRALIAN CASE STUDY IN TOURISM MANAGEMENT - PREPARATION | DR MISTILIS  
ALL STUDENTS | |
| 9 Oct    | 11    | *TOPIC IV: YOUR AUSTRALIAN CASE STUDY IN TOURISM MANAGEMENT – Presentation to class of case outline - critical evaluation by class* | DR MISTILIS  
ALL STUDENTS | |
| 16 Oct   | 12    | *TOPIC IV: YOUR AUSTRALIAN CASE STUDY IN TOURISM MANAGEMENT - PREPARATION* | DR MISTILIS | |
| 23 Oct   | 13    | *TOPIC IV: YOUR AUSTRALIAN CASE STUDY IN TOURISM MANAGEMENT - POSTER PRESENTATION* | ALL STUDENTS; INDUSTRY VISITORS | |
| 30 Oct   | 14    | *SUMMARY & EVALUATION OF COURSE & CASES*  
*THE WAY AHEAD*  
*No tutorial* | TEXT CH | DR MISTILIS  
ALL STUDENTS |
APPENDIX A

1. Assessment one – international case study = 25%

<table>
<thead>
<tr>
<th>Topic:</th>
<th>International case study in tourism management- issues in tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>2500 words</td>
</tr>
<tr>
<td>Date Due:</td>
<td>tutorial wk 2, 3 choice; 1130hrsWed wk6</td>
</tr>
</tbody>
</table>

This is a group assignment of two students and it has two parts. The students will choose a case study from Part 2, section 4 (text), first apply the case study method to it (10%) and second answer the questions at the end of the case study (10%). It must include some literature review or critical analysis related to the topic of one of the case study questions, using five recent (up to four years old) journal articles.

Grading criteria: Section 1 is worth five marks; section two and three are worth ten marks each

<table>
<thead>
<tr>
<th>comments</th>
<th>mark</th>
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</thead>
<tbody>
<tr>
<td>1. Presentation style (including proper sentence structure, grammar, spelling, sourcing &amp; format); executive summary</td>
<td></td>
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</tbody>
</table>

2. The case analysis – it is comprehensive, innovative and appropriate?
   - Understanding the situation
   - Diagnosing problem areas
   - Generating alternate solutions
   - Predicting outcomes
   - Evaluating alternatives
   - Rounding out the analysis
   - Communicating the results

Literature review or critical analysis - is there evidence of good critical analysis and research ability, including that the students have read widely on the topic with good journal article references?

3. Case study questions – do answers demonstrate understanding of tourism management?

TOTAL

ASSESSOR: Nina Mistilis
APPENDIX B

3. Assessment three tourism case study report - 30%

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Australian case study report - tourism management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>3000 words</td>
</tr>
<tr>
<td>Date Due:</td>
<td>1130hrsWed wk 13</td>
</tr>
</tbody>
</table>

This is a group assignment with students forming groups of four. The students will choose a Sydney located Australian tourism company and topic, or a Sydney located Australian company with a tourism topic, and conduct a case study analysis, applying the case study method of a step by step approach to it. The company and topic must be chosen in consultation with, and approved by, NM before week 7. The case study analysis must follow Easton (1992) guidelines, discussed in class weeks 1-8. The report should also include a literature review or critical analysis of a relevant topic in the case, using five recent (up to four years old) journal articles references.

As a guide to writing your plan, and aside from Easton (1992) recommended headings below, ensure that it also includes the headings in the body section of EDU Writing a Report and note that the executive summary is not included in word count:
- Understanding the situation
- Diagnosing problem areas
- Generating alternate solutions
- Predicting outcomes
- Evaluating alternatives
- Rounding out the analysis
- Communicating the results

See the FCE EDU (education development unit) site for the resource ‘Writing a report’.

Grading criteria: Section 1, 2, 3 and 5 are worth five marks each; section four is worth ten marks

4. Presentation style (including proper sentence structure, grammar, spelling, sourcing & format); executive summary

5. Poster presentation – is it attractive informative and clear?

6. Critical analysis - is there evidence of good critical analysis and research ability, including that the students have read widely on the topic with good journal article references?

7. The case analysis – it is comprehensive, innovative and appropriate?
   - Understanding the situation
   - Diagnosing problem areas
   - Generating alternate solutions
   - Predicting outcomes
   - Evaluating alternatives
   - Rounding out the analysis
   - Communicating the results

8. Are the solutions feasible and cohesive?

TOTAL

ASSESSOR: Nina Mistilis
ASSIGNMENT COVER SHEET

Student Number: ______________  Name: _______________________
Course:  SERV4003
Lecturer:  DR NINA MISTILIS
Tutorial: ________________
Day: _______ Time: ______
Assignment: _____________________________________________________
_________________________________________________________________
Date due: ____________________
Date Submitted: ____________

I declare that this assessment item is my own work, except where acknowledged, 
and has not been submitted for academic credit elsewhere, and acknowledge that 
the assessor of this item may, for the purpose of assessing this item:

- Reproduce this assessment item and provide a copy to another member of the 
  University; and/or

- Communicate a copy of this assessment item to a plagiarism checking service 
  (which may then retain a copy of the assessment item on its database for the 
  purpose of future plagiarism checking).

I certify that I have read and understood the University Rules in respect of Student 
Academic Misconduct.

Signed: ………………………………………………  Date: ....../...../......