TAHM5012
CREATING AND MANAGING ALLIANCES IN GLOBAL TOURISM

Session 2
2005

Dr Roger March
School of Marketing
Tourism & Hospitality Management Unit
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"With all due respect, sir, dumping toxic waste doesn't count as 'giving something back to the community'"
COURSE BACKGROUND

Tourism is a diverse and fragmented industry, weaving together a vast array of firms and organisations in the private and sector whose common activity is to serve, administer, and/or facilitate the needs and activities of tourists. For the most part, the tourism industry comprises small businesses with limited financial and managerial resources. The larger stakeholders in tourism are destination marketing organisations, airlines companies, hotel companies, and major transport companies such as coach or cruise operations. No matter how large or small a tourism organisation may be, the effectiveness of its activities is enhanced by the development of alliances and partnerships that are cost-effective, provide greater reach of promotion and advertising activities, and build competitive advantage in the marketplace.

What is an alliance?
The term ‘alliance’ in this course is used generically, in the sense that terms such as ‘partnership’, ‘cooperative or collaborative relationship’, ‘joint marketing activity’ or ‘networks’ – and others – can be used interchangeably with ‘alliances’. Put simply, when I use the term alliance it refers to any situation or arrangement when two or more organisations work together for a mutually beneficial outcome. The reasons they work together, the number of organisations that work for positive outcomes and the nature of the activity they undertake will differ.

COURSE OBJECTIVES

The course is also very ambitious. In the next 14 weeks, I want us jointly, to build and extend the body of knowledge and the application of alliances as a critical marketing tool for tourism operators and organisations.

The aims of the course are to:
1. stimulate you to appreciate the importance of alliance and partnership building as a key organisational strategy in the tourism industry
2. provide, wherever possible, material that is up-to-date and relevant to tourism marketing
3. create an environment in which learning is achieved through student-centred activities
4. draw upon your previous educational and personal experiences
5. offer activities that are interesting, challenging – and fun
6. have you accept more responsibility for your own learning
7. enable you to develop new practices and understandings
8. develop a sense of inquiry about research

Link to Tourism & Hospitality Degree Program

This subject builds upon the introductory courses in the Master of Commerce Tourism Specialisation – Global Perspectives (TAHM5010) and Strategic Tourism Marketing (TAHM5011), by extending your understanding and knowledge of the following three discipline sub-topics:

- ‘Tourism industry sectors’ by examining the different marketing approaches used for different tourism products
- ‘Government & Tourism’ by exploring the ‘promotion’ responsibilities and marketing activities of public-sector tourism organisations at the national, state, regional and local levels.
• ‘Impacts on Tourism’ by considering the ethical dimensions of marketing activities in the tourism industry.

**LEARNING OUTCOMES**

As students tackling a new subject area, there are different levels of learning you proceed through.

**Knowledge**
The body of knowledge you need to begin your understanding of the theory and practice of tourism alliances. "What am I expected to know about tourism alliances by the end of the course?"

**Comprehension**
Your ability to convey what you understand about the field of tourism alliances. "To what extent am I able to interpret what I know – to reach conclusions and generate my own insights?" "Can I extrapolate from what I know, to deepen my understanding of other knowledge areas?"

**Application**
Your ability to use concepts or information about the field of tourism alliances in a new situation. "Can I see the relevance and application of developing tourism partnerships to my own country or own region?"

**Analysis**
Your ability to break down the information and/or ideas into constituent parts, showing how they relate to each other and how they are organised. Ask, "Can I analyse elements of the field of tourism alliances?" "Can I analyse relationships between ideas, concepts and organizations in the field of tourism alliances?"

**Synthesis**
Your ability to work with elements of the study of tourism alliances and combine them in a way that constitutes a pattern or structure that was not there before. "Can I develop a plan or a proposed set of operations related to tourism alliances?" "Moreover, can I derive a set of abstract relationships?"

**Evaluation**
Your ability to construct an argument, compare opposing arguments, make judgments, about matters related to tourism alliances. "Can I make judgments about matters related to tourism alliances based on primary research I've undertaken?" "Can I make judgements based on secondary research?"

By completion of this course you should be able to:

1. Identify and define the main types of alliances and partnerships in tourism
2. Classify alliances by characteristics and strategic purposes
3. Explain the advantages of alliances for public and private sector participants
4. Apply the principles of alliance formation to new destinations and new tourism stakeholders
5. Analyse the strengths and weaknesses of existing alliances and recommend improvements
6. Evaluate the appropriateness of existing tourism alliances and recommend improvements
LECTURER PROFILE

Roger has taught Tourism and Marketing courses at UNSW since 1994. He works widely as a consultant on inbound tourism issues, with particular reference to the Japanese and Asian markets. His client list includes Qantas, Tourism Australia (formerly Australian Tourist Commission), Tourism NSW and Tourism Queensland. Recent consulting projects include evaluating the future sustainability of Gold Coast theme parks in the face of declining visitation in the international visitor market. Roger graduated with a PhD in 2003 on the subject of consumer behaviour in tourism. His present research interests include identifying the factors that explain destination competitiveness, in particular about Australia’s competitive position in the international travel market. His research in alliances includes examining tourism networks in regional NSW and distribution strategies of hospitality providers in regional Australia. He has written two books in the Japanese language and has published numerous articles in tourism journals. He speaks & reads Japanese fluently.

LECTURER EXPECTATIONS

Approach to learning and teaching
This is a postgraduate course that aims to develop understanding and critical skills related to a key element of tourism policy and marketing – alliances and partnerships. As such, each student will be expected to commit to weekly reading preparation, serious research and well-prepared and intelligently presented and argued assignments.

Student conduct and behaviour
- You are expected to have prepared the readings for each week.
- You encouraged to ask questions during the lecture and at the end of group presentations by your classmates.
- You are expected to undertake your fair share of the work-load in group assignments.
- While questions and discussion are encouraged, private conversations between students that disrupt the class will not be tolerated. Any student or students who are acting in a disruptive manner will be asked to leave the lecture room.

Student responsibilities and conduct

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.

The ‘smartest’ students are those who do not leave their work till the last minute. Start planning your workload now!
- When are my assignments due?
- How can I spread the workload over the final few weeks of term?
- What should I start doing now for this course?
- What areas of tourism am I interested in?

Attendance
Your regular and punctual attendance at lectures and seminars 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.

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

Comment [m1]: This whole section (or your own wording of these topics) can be written out in your course outline. Alternatively, it can be referred to with words such as ‘all students are expected to adhere to university policies in relation to class attendance and general conduct and behaviour. In addition, students are expected to understand their obligations in relation to workload and keeping informed. Information and policies on these topics can be found at: www.my.unsw.edu.au.

The decision about whether to write it out in the course outline, or make reference to it only, is the decision of the lecturer-in-charge and will depend on a number of factors, including the level of the course. For example, first year students may require more advice concerning such matters than third/fourth year students.
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. Please check this email at least once a week.

Quality of Assessable Work
I am a hard marker. I expect clear evidence of effort, thought and application in all work presented during the course. Laziness and just-in-time work practices are not condoned.

Keeping in Touch with the Tourism Industry
As we go through this course, be aware – through the media and elsewhere – of things that are impacting on tourism. These could be events that attract tourists, economic conditions that impact on travel behaviour, social trends that may be reflected in tourist behaviour, news of international visitor arrivals, and so on.

I want you to be aware of the world around you and the role that tourism is playing. To that end, keep in touch with what’s happening in the Australian tourism industry by subscribing (it’s free!) to these two newsletters.


You will be expected to raise issues in class that arise from news in these newsletters – and from other sources.

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

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.

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Comment [m2]: On 1 March 2005, UNSW’s Academic Board endorsed a six-month University-wide trial of a new framework for dealing with student plagiarism. Guidelines for staff, schools and faculties have been developed and includes information about how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases. Staff should be familiar with these policies and processes. The booklet can be downloaded at: http://www.lc.unsw.edu.au/plagiarism/policy.html
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;

The Education Development Unit (EDU)

Learning support, tailored to the needs of FCE students, is available from the Education Development Unit (EDU) in the Faculty. EDU services are free and confidential and are available to students of the Faculty of Commerce and Economics. The EDU offers a range of services for FCE students including:

- Academic skills workshops run throughout the session;
- Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation;
- A drop-in resource centre containing books and audio visual material that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

More information about the EDU services including on-line resources, workshop details and consultation request forms are available from the EDU website.

Contacts and location:
EDU Web: http://education.fce.unsw.edu.au
EDU Location: Room 2039, Level 2 Quadrangle Building
ASSESSMENT

Assessment is divided into individual activities worth 70% and group assessment worth 30%. There is no exam. You are required to pass the sum of the individual components in order to pass the entire subject.

Individual case-study – 25%
Using primary research (through interviews, perhaps the Sydney office of your country’s DMO or Canberra embassy of your country) and secondary research (the internet, written reports, journal articles and books), provide an overview of the structure of the tourism industry in your own country and identify as many alliances/partnerships/cooperative arrangements as possible. These may be at the national, provincial or local level; they may be private sector-public sector partnerships; or they may be cross-sectoral. As best you can, evaluate the effectiveness – or anticipated effectiveness – of such alliances.

Presentations will begin in Week 5. Please let Roger know when your desired presentation date. Otherwise, I will allocate you to particular weeks.

At the presentation you should:
- Provide a summary of your presentation slides to each class member
- Provide a 1,500 word summary to Roger
- Pay close attention to the assessment criteria for presentations (see end of this outline)

Individual review presentation – 25%
You are required to review an academic article or major government or industry report on the topic of alliances/partnerships. You must confirm with Roger the appropriateness of your choice before commencing this assignment. Some examples are provided on WebCT (indicated with title only, and no author). You can choose one of these on a first-in first-served basis. Otherwise you will need to find another source. Email me when you have made your choice.

Guidelines:
- Based on an article/report of the student’s choosing
- 15-minute presentation on ideas and their general application detailed in the paper
- 5-minute presentation giving an example of the type of alliance discussed might be applied elsewhere (trial exercise in week 1 from practitioner paper)
- Generate discussion through a thought-provoking presentation and carefully crafted questions to the audience at the end. (These questions must not ask for factual knowledge from your fellow students but seek their opinion on issues you have just presented or have been raised earlier in the course.)

At the presentation you should:
- Provide a summary of your presentation slides to each class member
- Provide a 1,000 word summary to Roger
- Pay close attention to the assessment criteria for presentations (see end of this outline)

Individual participation – 20% (10% for Week 1-7 and 10% for Weeks 8-14)
To receive high marks for individual participation, you should reflect the following characteristics:
- Comes prepared having read the material for discussion or thought about the topic of the day
- Asks thoughtful questions, rather than any question
- Seeks to understand and apply the material presented in class, by the lecturer or by fellow students
- Exhibits genuine interest in learning
- Attends class consistently (allowing for reasonable absences, given the University’s requirement for 80% attendance in all courses)

2-person Group work – 30%
This is a research assignment, involving primary and secondary research. Your assignment must be significantly underpinned by references to the marketing and tourism academic literature.

You have a choice of two topics:
1. Choose an existing tourism alliance. Describe its background, its stakeholders and its objectives. Explain how the effectiveness of the alliance is measured, according to the alliance partner(s) you interview. Develop your own criteria for successful alliances, then apply it to the alliance in question. Recommend improvements in the alliance (of whatever type) and generate lessons about alliance performance for future organisations considering similar alliance structures. You must support your argument with reference to the academic literature. If at all possible, I would like you to choose an alliance in Sydney, thereby allowing you to undertake primary research.

OR

2. Plan an alliance, using real firms and organisations. Similar to Assignment 1 above, develop your own criteria for successful alliances describe the reasons for the formation of your alliance, the alliance’s stakeholders and its objectives. Explain how you will measure the effectiveness of the alliance. The alliance should link at least three independent tourism or hospitality organisations/businesses. (They could be destinations, attractions, hotels or even airlines.) You must support your argument with reference to the academic literature.

Deliverables

- A milestone in Week 9 in class (5%) to ensure you are ‘on the right track’ (no more than 500-word summary of progress)
- a hard and soft-copy 2,500-word written report (worth 15%) submitted in Week 12
- a 15-minute consultancy presentation (worth 10%) to be evaluated by a board of directors (viz., class members) in Class Week 13

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>July 25</td>
<td>Introduction to the Course</td>
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<tr>
<td>2</td>
<td>Aug 1</td>
<td>Developing a Taxonomy of Alliances</td>
<td></td>
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<tr>
<td>3</td>
<td>Aug 8</td>
<td>Frameworks for Determining Alliances</td>
<td>Selin &amp; Chevez (WebCT)</td>
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<tr>
<td>4</td>
<td>Aug 15</td>
<td>Critically Evaluating Alliances</td>
<td>TBD</td>
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<tr>
<td>5</td>
<td>Aug 22</td>
<td>Partnerships in Distribution Channels</td>
<td>Buhals &amp; March (Text)</td>
</tr>
<tr>
<td>6</td>
<td>Aug 29</td>
<td>Partnerships &amp; Destination Marketing Organisations</td>
<td>Palmer &amp; Bejou (WebCT)</td>
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<tr>
<td>7</td>
<td>Sept 5</td>
<td>Regional Cooperation in Developing Countries</td>
<td>Teye (WebCT)</td>
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<td>8</td>
<td>Sept 12</td>
<td>Regional Partnerships in Local Destinations</td>
<td>Fyall at al (Text)</td>
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<td>9</td>
<td>Sept 19</td>
<td>Cross-Sectoral Partnerships</td>
<td>Domke-Damonte (Text)</td>
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<td></td>
<td>Sept 26</td>
<td>Mid-session recess</td>
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<td>10</td>
<td>Oct 3</td>
<td>Multi-sector alliances</td>
<td>Telfer (Text)</td>
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<tr>
<td>11</td>
<td>Oct 10</td>
<td>Community-Private Sector Partnerships</td>
<td>Ashley &amp; Jones</td>
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<tr>
<td>12</td>
<td>Oct 17</td>
<td>Consolidating Our Knowledge</td>
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<tr>
<td>13</td>
<td>Oct 24</td>
<td>Group Presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Nov 1</td>
<td>Course Overview &amp; Reflection</td>
<td></td>
</tr>
</tbody>
</table>
REFERENCE MATERIALS

**Textbook:**

**Main references in Open Reserve**

**Other useful references**

**Journals**
Annals of Tourism Research S338.479105/3
Tourism Management SQ338.4791005/1
Journal Of Travel Research SQ338.479105/5
International Jnl Of Hospitality Management SQ647.9405/3
International Jnl Of Contemporary Hos. Mgt. SQ647.9406805/1
Journal Of Tourism Studies SQ338.479105/2
Journal of Sustainable Tourism S338.479105/15
Journal of Travel and Tourism Marketing S338.479105/24

**Statistics**
BTR Quarterly Results of International Visitor Survey SREF338.479105/25
BTR Annual International Visitor Survey SREF338.479105/26
Forecast SQ338.479105/11

**Internet sites**
Kansas Tourism Alliances http://kansassampler.org/wekan/tourism.html
Travel & Tourism Portals http://www.stle.coventry.ac.uk/cbs/staff/beech/tourism/index.htm
Dept. of Tourism http://www.tourism.gov.au
Tourism Australia http://www.tourism.australia.com/
Tourism New Zealand http://www.tourisminfo.govt.nz/
Tourism NSW http://www.tourism.nsw.gov.au
World Tourism Organisation http://www.world-tourism.org
World Tourism and Travel Council http://www.wttc.org
GLOSSARY OF TOURISM TERMS

Accessibility: the relative ease with which customers can reach the destination of their choice.

Affinity group tour: group tours arranged for people with similar interests, e.g., social, religious, hobby.

Alliance: any situation or arrangement where two or more organisations work together, formally or informally, for a mutually beneficial outcome.

All-inclusive package tours: package tours that include all or nearly all the elements of a trip, i.e., air, hotel, transport, meals, tours

Attractions: a physical or cultural feature of a particular place that individuals travellers or tourists perceive as capable of meeting one or more specific leisure-related needs. Such features may be natural, such as climate, culture, vegetation or scenery (Great Barrier Reef), or specific to a location, such as a theatre performance, museum, zoo or architecture (Opera House).

Brand loyalty: the degree to which customers will repurchase a particular product or service based on favourable feelings toward the product or service.

Carriers: travel industry term for airline companies.

Charter tour: trip or package tour where the aircraft is chartered (rented) by a tour wholesaler, tour operator, or individual or group

Convention/meeting packages: packages offered by hotels, resorts, and conference centres to attract conventions and meetings. Normally include accommodation, meals, and conference/meeting space, but also local tours and special events.

Convention/meeting planners: persons who plan and coordinate meetings & conventions. May be national associations, large non-profit regional organisations, government agencies.

Cooperative marketing associations are groups of independent businesses that recognize the advantages of developing markets jointly rather than in isolation, but which may be unable to appropriate the benefits of cooperative activities directly.

Corporate travel organiser: travel agent that specialises in arranging business travel for (usually large) corporations.

Cross-sectoral partnership: a partnership between two firms from different sectors, e.g., a rent-a-car company and an airline, or a hotel and a restaurant.

Destination marketing organisation: government agencies, convention & visitors bureaux, and travel associations that promote their destinations to overseas travel markets.

Distribution channel: the combination of firms and organisations (intermediaries) which act to link a producer of a service or product to the final buyer.

Familiarisation trips (famils): free or heavily discounted trips given to travel intermediaries - travel agencies, tour wholesalers and operators, as well as travel writers/journalists - by suppliers, carriers, and destinations marketing organisations.

Fly & cruise packages: tours that combine air and cruise transport

FITs (foreign independent travellers): another term for independent travellers.

Gateway: an international airport that serves as entry point for overseas visitors into a country

GIT (group inclusive tours): all-inclusive package tour with a specified minimum number of travellers

Hospitality & travel industry: a group of inter-related organisations providing personal services when to customers who are away from home.

Incentive travel: travel by a group of persons who receive a free trip from their employer as a reward for outstanding performance (e.g., sales).

Incentive travel planners: specialised travel intermediaries who assemble incentive group tours for sponsoring organisations.

Inseparability: the idea that a tourism service cannot be separated from the person providing it.

Intangibility: the notion that a personal service has no physical substance; it cannot be tested, examined or touched as consumer products can.

Intermediaries: all the travel-related businesses, situated between the consumer/client and the service supplier, who arrange travel; also known as the ‘travel trade’ and ‘channels of distribution’. Main types of intermediaries are: retail travel agents, tour wholesalers, tour operators, incentive travel planners, and convention/meeting planners.

Market segmentation: process of breaking a total market into groups with similar characteristics; e.g., backpackers is a segment of the inbound market; airline crew is a segment of the hotel market

Market share: a firm's sales as a percentage of total sales in a particular industry or market; e.g., “Australia has a 4.8% share of the Japanese market.” “Sydney has a 30% share of the inbound tourism market (as measured by total no. of bed nights).”

Marketing concept: Determining the needs and wants of target markets and delivering the desired satisfactions/benefits more effectively and efficiently than competitors.
Marketing plan: a written, short-term plan which details how a tourism business or organisation will use its marketing mix to achieve its marketing objectives.

Marketing strategy: the selection of a course of action from among several alternatives that involves specific customer groups (target markets), communication methods, distribution channels and pricing structures.

Mission statement: a broad statement about an organisation’s beliefs and values as well as its scope of operations.

“Moments of truth”: a term used to describe service encounters or when a customer directly interacts with an employee of a hospitality or tourism organisation.

Niche marketing: a market segmentation strategy in which a firm or organisation directs a large proportion of its resources (marketing, management and production activities) towards serving a particular segment or sub-segment of an overall market.

Observational method: a category of market research that involves watching and noting how consumers and other people behave.

Packaging: the combination of related and complementary services into a single-price offering.

Positioning: The attempt by marketers to give a a product or service a certain identity or image that differentiates it from its competitors’ in the minds of consumers.

Product life cycle: a concept that suggests that all services go through four predictable stages: introduction, growth, maturity and decline. “Destination life cycle” is a common concept in tourism.

Public sector: the sector of an economy comprising organisations and institutions owned and operated by the various levels of government.

Private sector: the sector of the economy owned and operated by individuals and companies, mainly for the purpose of achieving profits.

Promotional mix: The combination of advertising, personal selling, sales promotion, merchandising, public relations and publicity.

Reach: the number of potential customers exposed to a given advertisement at least once.

Regional tourism organisations: organisations, commonly of a government or semi-governmental nature, formed with the intention of increasing the economic benefits to an area from tourism; e.g., Hunter Valley Tourism Association, Coffs Harbour Tourism Association.

Seasonality: fluctuations in demand for a service or product at different times of the year; based upon such factors as climate, timing of events (e.g., festivals), and the scheduling of school holidays. A major managerial problem in the tourism industry.

SIT (special interest tour): similar to affinity group tours

Suppliers: firms and organisations that supply services/products: these include lodging, restaurants, attractions/events, cruise lines, ground transportation, and car rental agencies.

SWOT analysis: short for Strengths, Weaknesses, Opportunities and Threats. An analytical technique used as the foundation of an organisation’s strategic marketing plan.

Tour operator: a firm or individual who provides tours. These can range from simple local tours (harbour cruises and city 1/2 day tours) to extensive journeys of many weeks. Tours that incorporate several days involving many tourism services (accommodation, meals and attractions) are usually provided by tour wholesalers.

Tour wholesalers: a firm which combines tourism services into a single-price package. Tour wholesalers are located in the customer’s home area and the services they package are in the destination area.

Trade shows: events where all parts of the industry (suppliers, carriers, intermediaries and destination marketing organisations) are brought together to share information and display their services.

Retail travel agent: a person or firm who sells and reserves the services of suppliers, carriers, other travel intermediaries, and destination marketing organisations to individual and group customers. They receive commissions for their services.

Travel trade: a term used to describe all intermediaries

Vertical integration: expansion up and down the distribution channel by one organisation; e.g., Japan’s ANA conglomerate controls ANA Airlines, ANA Hotel Sydney and ANA (duty-free) House in Pitt Street.

VFR market: stands for ‘visiting friends and relatives’, i.e., all travellers whose main purpose in travelling is to visit friends and/or relatives. While VFR is a common statistical category, it is rarely treated as a segment in tourism marketing.

Word-of-mouth advertising: information about a service experience passed orally from past customers to potential customers. Regarded as one of the most promotional means in tourism.
REFERENCING

What is referencing?
Referencing means acknowledging in your writing the sources of your information and ideas. The sources may include books, journal or magazine articles, newspapers, company, government or institutional reports, websites or personal communication amongst others.

Why should you reference?
Respect for intellectual property
Using the words or ideas of another person without acknowledgement is called plagiarism. Plagiarism is a kind of cheating. If you hand in an assignment without acknowledging your sources you are likely to get ‘0’ marks and be asked to rewrite it.

Evidence of wide reading
Your references show how widely you have read. They also indicate the type of research you have done and the sources that have influenced your thinking.

“Footprints” for others to follow
References are like footprints. They allow others to follow your tracks and to access the same sources as you have. It is then possible for your readers to check whether you have interpreted your sources in the same way as they would. It also helps your readers access further information for themselves.

What is involved in referencing?
When you reference your sources in an assignment you provide some information about your sources in two places: on the page where you have used the sources and then more detailed information at the end of the assignment. So you need to know how to reference your sources properly in both places: in the assignment, and, at the end.

Is there just one correct method of referencing?
No. There are many methods of referencing, but they can be divided into two main types. The first is the footnote or endnote referencing method and the second is in-text referencing.

Which method of referencing is required in the Faculty of Commerce and Economics?
The School of Business Law and Taxation requires the legal footnote method of referencing. If you are taking courses in this School you will be given information about how to write references using this method.

All other Schools prefer in-text referencing. There are a number of different styles of in-text referencing. The most common ones are the Harvard style and the APA style. These two styles are very similar, but there are some differences in punctuation.

Many lecturers in the Faculty will, in fact, accept any major style of referencing as long as it is used consistently and correctly. However, some lecturers provide very precise instructions on the style of referencing they expect. Make sure that you read course guidelines carefully for any instructions on this. If in doubt, use the Harvard style.

Is there still a place for footnotes when using in-text references?
Yes. Additional information, for example, a long list of statistics, can be put into footnotes at the bottom of a page.

How do you write in-text references using the Harvard style?
You include the author’s family name, the year of publication and sometimes the page number in parentheses inside or at the end of a sentence in the text of your assignment e.g. (McCloskey 1981, p. 63).

If the author is part of the grammar of the sentence then the parentheses are around the year and page number only e.g. McCloskey (1981, p.63) argues that ….. .

If your source is a web site and there is no personal author or page number you provide the organisation’s name, the year of update or access and the last part of the web address e.g. (Asian Development Bank 2002, INO.asp)
How do you write up your sources for the list of references using Harvard style?
At the end of the assignment you should list all the sources you referred to in your text in alphabetical order according to the first letter of the author’s family name. If there is no personal author then you list the source according to the first letter of the name of organisation that produced the report or that owns the web site or of the title of a document if there is no author/owner.

For a book you should provide family name and initial, year of publication, publisher and place of publication as follows:

For an article you should provide family name and initial, year of publication, name of journal, volume and issue number of journal as follows:

(Note: The titles of journals, magazines and newspapers are written in *italics* or underlined; the titles of articles, chapters etc are inside inverted commas ‘…’)

For a web site you should provide family name and initial if available or institutional name, update year if provided or year of access, title of home page, [online], web site, date of access as follows:

Is there a difference between a reference list and a bibliography?
The terms List of References or References are usually used when only the sources found in-text are in the list.

The term Bibliography is used when other sources, which have been consulted but not referred to in the assignment, are included in the list. This term is used more often with the footnote or endnote method of referencing.

Sometimes the terms References and Bibliography are used interchangeably.

Where can I get more information on referencing?
You will use many different kinds of sources for your assignments and you will need to know how to reference each type of source correctly according to the style you are using. Some lecturers will give you detailed handouts on how they want you to write your references. Some Schools have placed writing guides on the School’s web site. You can find writing guides for the School of Industrial Relations and Organisational Behaviour (IROB), the School of Marketing and the School of Accounting on the web sites for these schools. These writing guides are not password protected so you can access them even if you are not taking courses in those Schools.

A useful website for detailed information on the Harvard style of referencing is the UNSW’s Learning Centre’s guide at [www.lc.unsw.edu.au/onlib/pdf/harvard.pdf](http://www.lc.unsw.edu.au/onlib/pdf/harvard.pdf)
### Written Assignment Assessment

**Project:**

**Names:**

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<th>Research</th>
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<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
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<td>Quality of primary research</td>
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<td>Quality of secondary research</td>
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<table>
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<tr>
<th>Discussion and Analysis</th>
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<tbody>
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<td>Convincing argument &amp; discussion</td>
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<td>Depth of overall analysis</td>
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<td>Clarity of presentation of findings, logical sequence</td>
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<td>Written expression</td>
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<td>Lay out: professional standard?, Attractive or relevant visuals, tables figures etc.</td>
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<td>Correct referencing (all ideas, facts that are not your own are sourced)</td>
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<td>Bibliography eg. Relevance? Breadth?</td>
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**Additional Comments:**

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**MARK:**_______/15
### Presentation Assessment

**Project:**

**Names:**

#### Research

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#### Discussion & Analysis

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**COMMENTS ON YOUR PRESENTATION**

The things you did well in your presentation:

1.

2. 

3. 

The things you need to improve to deliver a better presentation:

1. 

2. 

3. 

Mark: ________/10