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Creating and Managing Alliances In Global Tourism

TAHM5012

**Time:** Monday 6.00-9.00  **Room:** MB G5

**Lecturer-in-Charge:** Roger March PhD  **Room:** JG309 & QUAD2062

**Tel:** 9385 (3605)  **Fax:** 9663-1985  **Mobile:** 0412395238  **E-mail:** r.march@unsw.edu.au

**Consultation:** Monday 4.30-5.30 QUAD 2062 or by appointment

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**Course Background**

Tourism, like so many modern industries, is essentially an assembly process whereby different components are purchased and experienced under the overall label of ‘the tourism experience’. In few situations does a private sector firm or public-sector organisation control all the components, or all the stages and decision-making processes in the creation and delivery of the tourism product. Vertical integration is not a hallmark of most tourism operations. Equally, horizontal integration is relatively rare: single ownership of all the airlines, hotels or other forms of tourism product is unusual, even in one region. The diffuse and fragmented nature of tourism development has long been recognised. This has led to the realisation that tourism is a remarkably *interdependent* industry, requiring many different organisations and actors to work together. *Ways* of overcoming the problems caused by fragmentation have also been long sought. Over the last 50 years, local tourism associations have promoted intra-industry cooperation, and national tourism offices have represented the enterprises of their country to the market. Internationally, groupings such as the Pacific Asia Travel Association (PATA) and the World Travel and Tourism Council (WTTC) typify cross border tourism alliances.

While I use the term ‘alliance’ in the title of our course, we need to begin our study with the broader and more general term – ‘partnership’. (I define alliance as one type of partnership, but we will discuss that later.) ‘Partnership’ is used to describe regular interactions between parties based on at least some agreed rules or norms, intended to address a common issue or to achieve a specific goal or goals. These interactions can be *cross-sectoral*, that is, between local government authorities and tourist attractions for example, or sectoral, as in a group of hotels that come together for a marketing campaign. The reasons they work together, the number of organisations that work for positive outcomes, and the nature of the activity they undertake, will differ.

The increasing interest in collaboration and partnerships for the purposes of tourism marketing, tourism development and enhanced tourism management reflects trends in the wider political context. Most governments in the developed world have become aware of the problems that arise when there is lack of understanding and linkages between the public and private sectors generally – not just in tourism. I say developed world because the benefits of partnerships in the tourism industry in developing countries has not yet been well recognized. (For that reason, most of our examples and case-studies during our course will be located in western countries.)

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.
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 partnership building as a key inter-organisational strategy in the tourism industry
2. provide, wherever possible, material that is up-to-date and relevant to the course and your interests
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

The course is designed to help you achieve following attributes, which the University’s Academic Board has determined should be displayed by all graduates:

- the skills involved in scholarly enquiry,
- an in-depth engagement with the relevant subject content, in a broad context;
- the capacity for analytical and critical thinking and for creative problem solving;
- the ability to engage in independent and reflective learning;
- Information literacy - the skills to locate, evaluate and use relevant information;
- the capacity for enterprise, initiative and creativity;
- an appreciation of and respect for, diversity;
- a capacity to contribute to, and work within, the international community;
- the skills required for collaborative and multidisciplinary work;
- an appreciation of, and a responsiveness to, change;
- a respect for ethical practice and social responsibility;
- the skills of effective communication.
The Learning Cycle

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

Knowledge → Comprehension → Application → Analysis → Synthesis → Evaluation

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, 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 are 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 seminars is expected in this course.

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, talking or sending SMS messages 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

Keeping informed
You should take note of all announcements made in lectures 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.

*Tourism Australia ‘Essentials’:* http://www.tourism.australia.com/subscription.asp  

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](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](http://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.
For full details of your responsibilities as a UNSW student visit the following site:  

* 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.

RESOURCES, SUPPORT AND INFORMATION

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
ONLINE LEARNING RESOURCE - WEBCT VISTA

Course materials will be placed on your e-learning site, WebCTVista:
http://vista.elearning.unsw.edu.au

The WebCT Vista site will be updated weekly with skeleton lecture slides, which you will need to download and bring to the lecture, where we will provide the information you need in order to complete the slides, as well as supplementary material.

Announcements concerning unexpected room changes and other important information will be emailed directly to your email address. Make sure to access this information regularly – it is there to assist you.

You are required to maintain contact with the lecturer, and to be aware of any notices, advice or materials provided. Every enrolled student has a UNSW e-mail address (zID@student.unsw.edu.au) and, from time to time, the lecturer may contact you via your standard student email address. If you use another email account, you must make sure that your student emails are forwarded to this account – go to UNSW’s DisConnect website for details on how to perform this function.

If you have any questions about the subject, please consult the lecturer. Failure to resolve issues in a timely manner may impair your progress.

TEACHING & LEARNING METHODS

Seminars
You are expected to attend all seminars. Students will be asked at random to lead the discussion activity and failure to attend could mean loss of marks. If you intend to miss a seminar, you must contact Roger and explain your reasons in advance.

The seminar lectures are designed to give you a clear understanding of key concepts, so that you can develop an effective and independent conceptual and practical understanding of the subject. To help you take effective lecture notes, a skeleton set of slides will be available on WebCT Vista for you to download before each lecture, as a basis for note-taking. Please bring your textbook to the lectures, as case studies and examples from this text will often be used in class.

Reading
Every week you will be expected to undertake your own reading from at least one chapter of the textbook. You are also required to undertake the Further Reading article and prepare questions in order to lead class discussion.

Seminar Structure

- Welcome
- Introduction to the topic by Roger
- Student chosen randomly to lead discussion on textbook article
- Mini-lecture by Roger
- BREAK
- Case-study student presentation
- Individual article review presentation
- Other individual and group activities when appropriate

The Skill of Asking Open-Ended Questions
I want you all to develop and improve your questioning skills during this course. There is a lot of time of discussion in our course and you will be assessed on your contribution to debate in class time.

How you ask a question may affect how it is answered. If you ask "closed-ended" questions, which require only "Yes" or "No" as the answer, no further discussion will ensue. Try to ask
"open-ended" questions – questions that force people to talk, give information, further the discussion or to ask questions themselves. There are a number of different types of open-ended questions. Here are some definitions and samples.

**Factual questions**
Factual questions are used to establish basic facts and to review concepts. They include who, what, where, when, questions. Example: "What is the rationale for the establishment of that alliance?"

**Broadening questions**
Broadening questions are generally used to introduce additional facts and to encourage deeper analysis. For example: "What kind of relationship exists between the hotels in the destination and the tourist attractions?"

**Justifying questions**
Questions used to challenge stated opinions or ideas and to develop new ideas. For example, ask: "Why do you think that alliance was so successful where others have failed?"

**Hypothetical questions**
Hypothetical questions can be used to explore unknown topics and to change the course of a discussion. For example, ask: "What if they had not formed an alliance? Would they have been worse off I wonder?"

**Alternative questions**
Alternative questions can be used to help clarify decisions between competing alternatives. For example, ask: "What form of collaboration produces the best results: formal arrangements or informal and non-binding relationships?"

It is NOT important that you remember the types of questions, just that there are a number of different ways to ask questions that can keep a discussion going and not shut it down.

**ASSESSMENT**
Assessment is divided into individual activities worth 50% and group assessment worth 50%. 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 – 15%**
Read your allocated case-study and prepare a presentation for class. The aims of the presentation are three-fold:
1. Enable you to enhance your understanding of partnerships by learning and reflecting on the structure and operation of the partnership, the key success factors and the problems encountered and lessons learned
2. Allow you to share your insights with your fellow students
3. To generate debate & discussion

Content of Case-Study Presentation
- Maximum of 10 slides
- No more than 1 slide to provide context to the case-study
- No more than 2 slides to explain the structure of the partnership
- No more than 2 slides to highlight success factors
- No more than 1 slide to summarise the lessons
- No more than 2 slides to give your opinion about the partnership
- No more than 2 slides applying the partnership model described to another destination(s)

Presentations will begin in Week 4. Extra marks will be given for updating the case-study with new information or data.
At the presentation you should:

- Provide a summary of your presentation slides to each class member
- Provide a 500-word summary to Roger – without dot points
- Pay close attention to the assessment criteria for presentations (see end of this outline)

**Case Study Readings**

The following case-studies are available in the document called ‘Co-operation and Partnerships in Tourism’ that is available on our WebCT Vista Home Page. Please print out your case-study in preparation for your presentation. (The letters below refer to the number of the case-study as shown in the contents of this document.)

1. Revitalizing a core tourism asset: Hungary’s spa and wellness industry - A
2. Creating a tourist cluster: the Armada Hotel, Istanbul - C
3. Extending the tourist season: Island of Crete, Greece - D
5. Restructuring Nepal’s national tourism organization: the Nepal Tourism Board - F
6. Repositioning a destination through a themed marketing campaign: Amazing Thailand - G
7. Establishing an eco-tourism venture: Kapawi Eco-Lodge, Ecuador - I
8. Creating a comprehensive marketing program for small accommodation operators in the Caribbean - J
9. Creating a product alliance: Arts in the Wild, Canada - K
10. Expanding an established partnership: Wine and cultural tourism in the Thompson Okanagan - M
11. Harnessing the power of co-operative marketing programs: Spa Canada - N
12. Bridging the gap between non-traditional partners: Canadian Sport Tourism Alliance - O
13. Malama (caring for) a tourist district: Waikiki, United States - P
14. Partnering for stewardship of a natural resource: Delaware North and the U.S. National Park Service - Q
15. Creating a tourist route “all together”: the Sonke Cape Tourist Route - R

**Individual article review presentation – 15%**

You are required to review an academic article listed as Further Reading in this Course Outline. The most important and essential element of this assessment task is that you have a thorough understanding of the material & topics you are discussing.

All articles will be available on WebCT Vista (indicated with title only, and no author).

**Aim:**

- To deepen your conceptual and practical understanding of partnerships in tourism
- To share your knowledge and insights gained with your fellow students
- To stimulate debate on the topic of tourism partnerships by generating 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.)

**Structure:**

- **15-minute presentation** on ideas and their general application detailed in the paper. This should include:
  - the purpose of the paper
  - the main findings and/or conclusions
  - the main insights you gained about tourism partnerships/alliances from the article
- Your presentation must have a maximum of 10 slides.
- After your discussion of the paper, you must discuss for 5 minutes how the type of alliance or partnership discussed might be applied elsewhere.
You must also...

- 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:

- Be well-prepared to lead class discussion on the textbook article of the day. On one transparency, summarize the article in three main points and present to the class three questions/insights that you would like the class to help you answer or explore
- Come prepared having read the material for discussion or thought about the topic of the day
- Ask thoughtful questions, rather than superficial questions
- Seek to understand and apply the material presented in class, by the lecturer or by fellow students
- Exhibit genuine interest in learning
- Contribute to a positive atmosphere in the classroom
- Attend class consistently

**2- or 3-Person Research Assignment – 50%**

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 or partnership.
   - *Describe* its background, its stakeholders and its objectives.
   - *Explain* the type of alliance.
   - *Explain* how the effectiveness of the alliance is measured, according to the alliance partner(s) you interview.
   - *Detail* how the alliance has evolved and changed over time.
   - *Evaluate* the success (or failure) of the alliance, using your own criteria and criteria used in the tourism industry. (Is success and effectiveness the same thing?)
   - *Recommend* improvements in the alliance (of whatever type)
   - *Generate* lessons about alliance performance for future organisations considering similar alliance structures.

   It is essential that you 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. The alliance should link at least three independent tourism or hospitality organisations/businesses. (They could be destinations, attractions, hotels or even airlines; or could include public sector organisations as well.) You must support your argument with reference to the academic literature.

   - *Describe* its background, its stakeholders and its objectives.
   - *Explain* the type of alliance.
   - *Explain* how the effectiveness of the alliance will be measured.
   - *Detail* how the alliance should or hopefully will evolve over time.
   - *List* the indicators of success of the alliance, using your own criteria and criteria used in the tourism industry. (Is success and effectiveness the same thing?)

   It is essential that you support your argument with reference to the academic literature.

**Deliverables**
Week 8 Milestone (5%) It should include the location, rationale, aims, stakeholders and type of partnership. No more than 1000 words in length; dot-points allowed.

Week 10 Milestone (10%) In addition to the information contained in the Week 8 Milestone, explain the partnership in full: context and background, key stakeholders, history, and success indicators. No more than 1500 words in length; report form.

Final Report (20%) A hard and soft-copy 2,500-word written report submitted in Week 12

Week 13 Presentation (15%) A 20-minute consultancy presentation to be evaluated by a board of directors (viz., class members) in class.

COURSE SCHEDULE

Week 1 Introduction

Why are we studying this topic? How does it fit in my overall Tourism Marketing specialisation? Why is it more important than other topics in the tourism field? What are alliances anyway?

Week 2 Understanding the Benefits and Advantages of Partnerships

In building our understanding of partnerships, we need to determine the advantages of partnerships and their benefits. Are there negatives associated with partnerships?

Textbook Reading: Chapter 1


Week 3 Developing a Typology of Partnerships

There are many types of partnerships. But how do we make sense of all these types? We need to develop a typology of partnerships. We will do this in a three-stage process: first, we will identify the diverse range of partnership within the tourism field; secondly, we will identify multiple dimensions or attributes by which these partnerships vary or are similar; and finally, we will develop dimensions along which we can plot various tourism partnerships.

Textbook Reading: Chapter 7


Week 4 Developing Successful Partnerships

We need to understand how organisations go about building partnerships. The most common tool used is called the VICE Framework, which identifies the main stakeholders in a region: Visitors, Industry, Community and Environment. We can then develop a checklist for ‘good’ partnerships.

Textbook Reading: Chapter 5


Week 5 Evolution of Partnerships

How do partnerships evolve? Four stages are traditionally proposed: context, formation, planning and implementation. Are these the most useful? Can we develop others?

Textbook Reading: Chapter 10

Week 6  Evaluating Partnerships

We need the means by which we can evaluate partnerships. How can we distinguish between successful and unsuccessful partnerships?

Textbook Reading: Chapter 12

Week 7  Partnerships & Destination Marketing

A key to a successful tourism business is successful marketing of the destination in which the business is located. And fundamental to successful destination marketing is the development of effective partnerships.

Textbook Reading: Chapter 11

Week 8  Partnerships in Distribution Channels

Any tourism operator or destination needs a good distribution strategy. Distribution is a critical marketing activity particularly in the tourism industry where the customer and the service provider are separated geographically.

Textbook Reading: Chapter 3

Week 9  Regional Cooperation in Developing Countries

Tourism is making an increasingly important contribution to developing economies. Yet the development of partnerships and other cooperative relationships for the benefit of society is happening very slowly in Asia and other parts of the world. This week we examine some case-studies of cooperation at the government policy level.

Textbook Reading: Chapter 14
TIMETABLE

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REFERENCE MATERIALS

Required Textbook:

Main references in Open Reserve

Other useful references
### Journals

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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 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 r 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)

Roger March ©2006
### Case-Study Presentation Assessment

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**Additional Comments:**

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**MARK:** ________/20
## Research Assignment Presentation Assessment

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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:** _____/15