UNIVERSITY of OTAGO
Te Whare Wānanga o Otāgo
NEW ZEALAND

TOUR 302
Destination Analysis
2010

Department of Tourism
School of Business
www.otago.ac.nz/tourism

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PAPER DESCRIPTION

Examination of a specific tourism destination in terms of its development, administration, industry structure, human resource management, planning, tourism related impacts, and marketing and promotional strategies

TEACHING AND COORDINATION STAFF

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INTRODUCTION

Welcome to the ten-year anniversary of TOUR 302 (Destination Analysis). Since 2000, the paper has been giving students an opportunity to apply the knowledge they gained in previous tourism subjects – as well as papers from other business disciplines – in a practical environment. In the paper, you will plan and execute research by obtaining relevant primary and secondary data, generate results, and recommend solutions to your client.

It is assumed that you are already able to discuss key issues of concern to tourism destinations (you might want to go over your lecture notes for TOUR211, TOUR212 and TOUR217).

By the end of this paper it is expected that you will be able to:

1. recognize the relationship between research theory and research design;
2. distinguish between qualitative and quantitative research and their respective strengths and weaknesses;
3. design and utilize quantitative and qualitative research instruments such as questionnaires and interviews;
4. choose appropriate methods of data collection and analysis for social science research; and
5. collaboratively collect, analyse and present primary and secondary data using a range of qualitative and quantitative research techniques as appropriate.

These learning outcomes will be achieved through attending lectures and group sessions with the course coordinator. You will also complete set tasks and exercises and become familiar with the messages and issues contained within the essential readings, although it is recommended that you look further than the essential readings to gain a more in-depth understanding of the issues covered in this paper.

This Coursebook contains information about TOUR 302, lecture information as well as course assessment details. You should also familiarise yourself with the Departmental General Information document and the Referencing Guide, both of which are available on Blackboard.

There is a lengthy history of TOUR 302 in the Department of Tourism. It has functioned as the capstone paper for the Tourism major since 2000. We have studied a range of destinations in the past:

2000 – Oamaru
2001 – Lawrence
2002 – Gore
2003 – Alexandra
2004 – Ranfurly and Naseby
2005 – Dunedin
2006 – Oamaru
2007 – Gore
2008 – Cromwell
2009 – Invercargill

For 2010, our destination is Dunedin and our client is Tourism Dunedin.

It is highly recommended that you read this handbook thoroughly as it contains information that is vital to your success in this course.

CHANGES TO THE INFORMATION CONTAINED IN THIS COURSEBOOK MAY BE NECESSARY. ANY AND ALL CHANGES WILL BE COMMUNICATED IN CLASS AND ON BLACKBOARD.

LECTURE SCHEDULE (last update 25 February 2010)

Date	Lecture Topic	Lecturer
5 March	Introduction	DTD / CO
12 March	Tourism Dunedin presentation	DTD / CO
19 March	Destination – conceptual frameworks	DTD
26 March	Secondary sources – workshop I	DTD
2 April	GOOD FRIDAY	
16 April	Tourism research – methodologies and approaches	CO
23 April	Group research planning - proposals	CO
30 April	Secondary sources – workshop II	DTD
7 May	Quantitative Research I	CO
14 May	Quantitative Research II	CO
21 May	Quantitative Research III	CO
28 May	Qualitative Research I	CO
29 May	Qualitative Research II	CO
4 June	Proposal presentations (10 min)	DTD / CO
	INTER-SEMESTER BREAK	
16 July	'In' the field (preparing for fieldwork, implementing the proposal, ethics)	CO
23 July	Principles of consulting (and how they apply to non-consulting jobs)	DTD
30 July	Fieldwork week	
6 August	Qualitative Analysis Workshop	CO
13 August	Quantitative Analysis Workshop I	CO
20 August	Quantitative Analysis Workshop II	CO
27 August	Quantitative Analysis Workshop III	CO
	MID SEMESTER BREAK	
10 Sept	Preparation session	CO
17 Sept	Group presentations	DTD / CO
24 Sept	Group presentations	DTD / CO
1 October	Group presentations	DTD / CO
8 October	Group presentations	DTD / CO
15 October	CVs and job applications	DTD / CO

DTD – David Timothy Duval
CO – Caroline Orchiston

This course consists of **one two-hour lecture per week** (Fridays, 10am – midday), which usually will be structured as a one-hour lecture/discussion followed by a workshop or individual group meetings.

GROUP WORK

The basis of TOUR 302 revolves around a substantial group project that is designed to investigate certain elements of the destination's tourism sector. Some groups will be charged with investigating the marketing environment, some will be asked to assess how local residents feel about tourism development 'in their own backyard' and other groups might be asked to develop a plan for getting key stakeholder input.

Several of the following assessment items (Research Proposal, Report, and Presentation) are group work assignments. You will be assigned to your groups. Why? Because it is very rare that you will have the opportunity to pick ALL of your co-workers in the future, so one of the goals of 302 is to get you used to working with others whom you do not know! This is to replicate real-life consultancy projects which are almost always undertaken with others (in order to take advantage of different skills and specialities). It is important that you reflect on your skills and weaknesses and how they might be beneficial to or hinder the group. Because of the possibility of troubles arising within groups, the following are some points you may want to consider.

- Communication between group members
  - The first thing any group should do is note all contact details of group members; do not rely on seeing fellow group members at the next lecture.
  - In the first meeting, analyse what is expected of the question and discuss the group member's abilities that can best achieve this.
  - Revisit this at each and every meeting – set goals; discuss options and alternative; take minutes of meetings.
  - Other group members may not have the ability to 'mind-read' – this means COMMUNICATE.
  - A note on email: Hotmail or gmail is great because it is free. However, the amount of space you have to work with can be quite limiting, and as we all know, this can fill up quickly with junk mail. We strongly advise you to use Blackboard (which actually uses your @student.otago.ac.nz email account) to communicate with group members.
- Utilising student's strengths and eliminating weaknesses
  - Everyone has strengths and weaknesses. Communication will highlight these so work is completed to a higher level.
- Equal input from group members
  - While it is necessary that all members have an equal input on a project it does not mean that every member has to write an equal share of everything.
- Final co-ordination of the project
  - When separate pieces of the project are put together, make sure that the project flows.
- The ability to co-operate
  - This is achievable through good communication
- Documentation of meetings
  - Someone should volunteer to be secretary for each group meeting so that all decisions are documented, then members will know what they have to achieve before the next meeting. The role of secretary should be rotated.
- Failure to achieve anything during meetings
  - If meetings are documented they will be more productive.

Remember: set feasible goals and achieve them

You and your group will be expected to hold regular meetings. The timing of these weekly meetings is something that your group will arrange independently. They may or may not take place during the scheduled workshops, depending on your arrangement.

There will also be two official group update meetings (one each semester) during which you will update me on your group's progress and discuss any issues or concerns that you may have. It is also a time when you should be examining the goals of objectives of your group. I am here to help, offer advice and help point you in the right direction. At times it might be necessary for groups to come and have an informal chat with me, so feel free to drop by.

ASSESSMENTS

As there is no exam for TOUR 302, internal assessment makes up 100% of your total grade. Note the following due dates very carefully. With the exception of the Presentations, all assessments are due **Midday** (12pm) on the date indicated and **must** be submitted (hard copy only) to the appropriate submission box in the Department of Tourism main reception area (4th floor Commerce).

While this coursebook gives an outline of the assessments, additional information will be given during the lectures preceding the hand-in date. As a result, we suggest you attend all lectures.

Assessment		Date Due	Weight	How to submit
Destination Profile	Individual	Wednesday, 5 May	15%	Blackboard
Research proposal	Group	Friday, 4 June	15%	Blackboard
Reflective Interviewing	Individual	Friday, 16 July	10%	Blackboard
Annotated Questionnaire	Individual	Friday, 16 July	10%	Blackboard
Research Report	Group	Wednesday, 15 September	30%	Blackboard
Presentation	Group	In class	10%	in class
Review	Individual	Last day of class	10%	Blackboard

Please **proofread** all items of assessment before you hand them in. We can and will overlook the occasional spelling or grammatical error, but if they are numerous and/or get in the way of what you are trying to say, you WILL loose marks. It pays to proofread. Note that the Department will be using **SafeAssign** to track assessment submissions, particular for the purposes of identifying plagiarism.

ASSESSMENT 1: DESTINATION PROFILE

Due : Tuesday, 5 May
Length: max 3,000 words
Value: 15%

Learning outcome(s) to be satisfied *(in italics)***:**

1. recognize the relationship between research theory and research design;
2. distinguish between qualitative and quantitative research and their respective strengths and weaknesses;
3. design and utilize quantitative and qualitative research instruments such as questionnaires and interviews;
4. choose appropriate methods of data collection and analysis for social science research; and
5. *collaboratively collect, analyse and present primary and secondary data using a range of qualitative and quantitative research techniques as appropriate.*

Guidelines

There is a good chance that not everyone involved in the project is familiar with the scale and scope of tourism in Dunedin. You may know some of the key attractions, but this assessment is designed to allow you the opportunity to find the vast amounts of data available that looks at tourism in the city. The purpose of this assessment is for you to provide some background information on tourism in Dunedin as the first step toward the project. You will provide a destination profile of Dunedin consisting of an overview of attractions, infrastructure, planning, visitor and resident profiles, new initiatives, problems (e.g., funding for marketing and development), opportunities. See Figure 1 for an example of some (NOTE: this is not an extensive list) data that you may want to present in the profile.

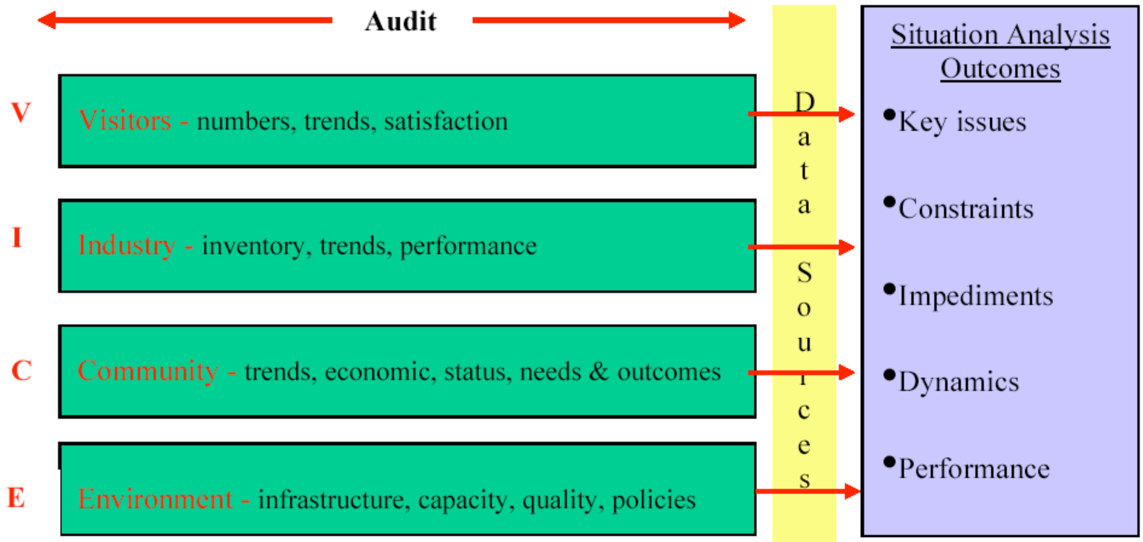
This item of assessment is designed for you to develop an informed and comprehensive understanding of Dunedin as a tourism destination. You will need to know what secondary data you can find on Dunedin as this will show what additional primary data you will need to collect in order to satisfy your research objectives. This will be a great aid for your research proposal and final report.

Keep the following things in mind as you work on your profile:

- *you are being asked to provide a situation analysis of Dunedin as a visitor attraction / destination (see Figure 1 below)*
    - *visitor profile, resident profile, attractions (natural, cultural, events etc.), tourist activities, services and infrastructure (e.g. accommodation), tourism strategies and plans etc.*

- *Use this as an exercise to give yourselves the background to Dunedin and even to identify possible directions in terms of development, marketing, etc. You won't specifically mention these future directions, but you should be thinking about them **as a result** of doing the destination profile.*

FIGURE 1: ELEMENTS OF A DESTINATION PROFILE



Source: Tourism Recreation Research and Education Centre (2004: 15)

Expectations

- Report format (if in doubt how this looks, do some research and find out!)
- Utilise extensive secondary data sources (StatsNZ, Tourism Dunedin, tourismresearch.govt.nz, etc.)
- Should portray all elements of relevance to Dunedin as a destination
- Minimal use of academic literature for this particular assessment

Marking criteria

General criteria (20% of your grade):

a. Spelling, grammar and punctuation
b. Coherence and clarity of writing
c. Clear and logical structure, including introduction, main body and conclusion
d. Integration of information presented
e. Effective and clear use of tables/figures
f. Presents a tightly-focused, relevant and well-structured profile with full and accurate analysis of destination elements

Specific criteria (80% of your grade):

a. Adequate background information covering the main elements of a destination
b. Recognition and identification of the most important features characterising and factors affecting tourism in Dunedin
c. Identification and use of appropriate secondary data sources to support conclusions
d. Appropriate presentation of secondary data
e. Critical interpretation and evaluation of secondary data
f. Depth of analysis and interpretation
g. Identification of data deficiencies in preparation for the research proposal

ASSESSMENT 2 : RESEARCH PROPOSAL
Due: Thursday, 4 June
Length: max 2,500 words (excluding references, appendices, questionnaires, interview questions, maps, etc.)
Value: 15%

Learning outcome(s) to be satisfied *(in italics)***:**

1. *recognize the relationship between research theory and research design;*

2. *distinguish between qualitative and quantitative research and their respective strengths and weaknesses;*

3. *design and utilize quantitative and qualitative research instruments such as questionnaires and interviews;*

4. *choose appropriate methods of data collection and analysis for social science research; and*

5. collaboratively collect, analyse and present primary and secondary data using a range of qualitative and quantitative research techniques as appropriate.

Guidelines

Provide a proposal for the primary and secondary research your group will be undertaking. This assignment is designed to develop your planning abilities and develop an appreciation of the interconnectedness of tourism research. Use the following suggested structure as a guide for the information you should provide in your proposal.

Suggested proposal structure:

Introduction
- A brief description and introduction to the research project

Research Objectives
- Primary Objective
- Secondary Objectives

Research Outcomes
- The outcomes of this research (what the research is going to find out) and the application of the results

Methods
- Primary Method (The main method you are going to use to get your results)
- Additional Methods (Additional methods you are going to use to get your results (use at least two methodologies)

Ethical Considerations
- An outline of any ethical considerations and how these will be addressed.

Limitations
- Possible limitations of the proposed research and reason for not addressing these.

Proposed Time Frame
- An outline of the time frame this research will need to fulfil the research objectives. Remember to leave time for data entry, analysis and writing up.

Budget
- A budget of expected costs that this research project will incur. Consider your time, travelling, overheads and reporting for example.

Expectations

- Formal proposal format (see example above, and as discussed in the lectures)
- Utilising prescribed objectives, theoretical references, location observations and presentations
- Should produce a range of appropriate methods to attain prescribed objectives for the group's research in Dunedin

Marking Criteria

General criteria (20% of you grade)

a. Spelling, grammar and punctuation
b. Coherence and clarity of writing
c. Clear and logical structure, including introduction, main body and conclusion
d. Integration of information presented
e. Effective and clear use of tables/figures
f. Presents a tightly-focused, relevant and well-structured proposal

Specific criteria (80% of your grade)

a. Aims of the project are presented in clear terms and are achievable
b. Appropriate use of academic literature to demonstrate the importance of the project as well as the appropriateness of research methods
c. The research design is well justified
d. The research design is appropriate for the research question and objectives
e. The research design is framed appropriately in context of relevant literature
f. The sampling method is explained and justified
g. Inclusion and exclusion criteria are well considered and appropriate
h. Recruitment procedures have been well described
i. Reasonable assumptions have been used to determine sample size

j. The potential benefits of the project are well described – what will be the outcome and for whom
k. The timeline is well thought out and realistic
l. The budget is well considered and realistic
m. Ethical considerations have been considered
n. Professional representation of research proposal

ASSESSMENT 3: REFLECTIVE INTERVIEWING
Due: Wednesday, 15 July
Length: max 800 words
Value: 10%

Learning outcome(s) to be satisfied *(in italics)***:**

1. recognize the relationship between research theory and research design;

2. distinguish between qualitative and quantitative research and their respective strengths and weaknesses;

3. *design and utilize quantitative and qualitative research instruments such as questionnaires and interviews;*

4. choose appropriate methods of data collection and analysis for social science research; and

5. collaboratively collect, analyse and present primary and secondary data using a range of qualitative and quantitative research techniques as appropriate.

Guidelines

You need to organise and conduct ONE in-depth interview on the travel behaviour of students. You should aim for the interview to run for approximately 30 minutes. You will need to make (and justify) decisions on the following:

- Your objectives for the interview
- What type of interview (structured, semi-structured or unstructured) is appropriate
- How you will recruit participants from the target population (sampling)
- What kind of questions to ask (interview protocol)

The assignment consists of a 800 word reflection on the interview. Give a brief analysis of the interview itself, and discuss your strengths and weaknesses as an interviewer. You will not need to summarise or analyse the actual answers your respondent gives during the interview (i.e. what was said) but factors relevant to the communication event (nonverbal, perception, language use, etc.). Be sure to also include your feelings before, during and after the interview. Interviewing is a matter of practice, which is why you should take the time to reflect on this interview in order to be more effective when interviewing for the actual research report.

Characteristics of a good interviewer
Adapted from Chivers (2003: 13)

A very skilled interviewer will always conduct themselves in such a way that the interviewee becomes concerned to help the interviewer to achieve a successful outcome from the interview. This does not mean that the interviewee then starts to say whatever they think will please the interviewer. It is very possible to encourage the interviewee to reflect in depth while avoiding leading questions or putting words into their mouths.
Other characteristics that good interviewers have in common are:
- Engaging personalities, with a natural warmth and a cheery manner with strangers; good

verbal communicators.
- A very genuine interest in the topic and a great curiosity about the interviewes experiences and about learning
- Modesty, whilst retaining a quiet confidence in their own abilities and exepertise.
- The ability to listen closely and think quickly; they can keep the interview on track while always being responsive to the interviewe
- The ability to multi-track mentally, so that they can build empathy, ask their questions in any order that supports the interview process without missing any topics, be ready with prompts and responses that encourage the interviewee to open up and think more deeply, keep an eye on the overall needs of the interview, including time passing.

Expectations

- Reflective report (see below)
- Incorporation of academic literature where needed

Reflective learning is not just writing about what happened in the interview, but rather what you learned from the experience (i.e. what you take out of that experience for the next time). For instance, you could really struggle with the interview, but still get a very good grade if you critically reflect on the experience. Rolfe *et al* (2001) have proposed a 3-stage framework for reflection, which extends into all the way to reflexive practice (i.e. putting your reflections into action). Table 1 gives an overview of these three stages (description, analysis and action) and provides a number of searching questions that might be helpful for your reflection.

Table 1. Interview reflection tips and guidance (from Rolfe *et al* 2001):

1. Description of experience	***2. Analysis of experience***	***3. Action-orientated (reflexive) level of reflection***
What …	**So what …**	**Now what …**
… is the problem/difficulty/ reason for being stuck/reason for feeling bad/reason we don't get on/etc., etc.? … was my role in the situation? … was I trying to achieve? … actions did I take? … was the response of others? … were the consequences · for the participant? · for myself? · for others? … feelings did it evoke · in the participant? · in myself? · in others? … was good/bad about	… does this tell me/teach me/imply/mean about me/my participant/other/our relationship/the type of research method I am using/my attitudes/my participant's attitudes/etc., etc.? … was going through my mind as I acted? … did I base my actions on? … academic knowledge can I bring to the situation? … could/should I have done to make it better? … is my new understanding of the situation?	… do I need to do in order to make things better/stop being stuck/improve my relationship with the participant/resolve the situation/feel better/get on better/etc., etc.? … broader issues need to be considered if this action is to be successful? … might be the consequences of this action?

the experience?	… broader issues arise from the situation?

Marking Criteria

General criteria (20% of your grade)

a. Spelling, grammar and punctuation
b. Coherence and clarity of writing
c. Clear and logical structure, including introduction, main body and conclusion
d. Integration of information presented
e. Effective and clear use of tables/figures

Specific criteria (80% of your grade)

a. Depth of reflection (involving all three stages as identified by Rolfe et al (2001), see above)
b. Reflection completed with reference to clearly identified aspects of skills development and supported by a wide range of academic and experiential evidence.
c. Connection between experiences and academic literature
d. Ability to critically reflect on own and others actions and performance.

ASSESSMENT 4: ANNOTATED QUESTIONNAIRE
Due: Wednesday, 15 July
Length: max 800 words
Value: 10%

Learning outcome(s) to be satisfied *(in italics)***:**

1. recognize the relationship between research theory and research design;

2. distinguish between qualitative and quantitative research and their respective strengths and weaknesses;

3. *design and utilize quantitative and qualitative research instruments such as questionnaires and interviews;*

4. choose appropriate methods of data collection and analysis for social science research; and

5. collaboratively collect, analyse and present primary and secondary data using a range of qualitative and quantitative research techniques as appropriate.

Guidelines
Your task for this assignment is to develop and pre-test a questionnaire on the travel behaviour of students. The questionnaire should consist of no less than ten questions that could be used to generate relevant data for a particular research project. You will be expected to annotate the questionnaire (a max of 800 words); e.g. comment on problems identified during the pre-test, reasons for particular design features that you have included etc.

Expectations
- Short annotated questionnaire
- Report (based on pre-test)
- Incorporation of academic literature where needed

Marking Criteria

General criteria (20% of your grade)

a. Spelling, grammar and punctuation
b. Coherence and clarity of writing
c. Clear and logical structure, including introduction, main body and conclusion
d. Integration of information presented
e. Effective and clear use of tables/figures

Specific criteria (80% of your grade)

a. Appropriate questions for quantitative methods
b. Language that is comprehensible to the target sample (avoid bias and ambiguity)
c. Clear and concise questions
d. Professional design
e. Appropriateness of selected questions and responses given the research objectives
f. Logical structure of the questionnaire (appropriate for the purpose) to ensure ease of completion by the respondents
g. Explanation (in annotations) of the relevant design features of the questionnaire.
h. Appropriate use of academic literature

ASSESSMENT 5: RESEARCH REPORT
Due: Tuesday, 15 September
Length: minimum 30 pages (EXCLUDING REFERENCES, APPENDICES, ETC)
Value: 30%

Learning outcome(s) to be satisfied *(in italics)***:**

1. recognize the relationship between research theory and research design;

2. *distinguish between qualitative and quantitative research and their respective strengths and weaknesses;*

3. *design and utilize quantitative and qualitative research instruments such as questionnaires and interviews;*

4. *choose appropriate methods of data collection and analysis for social science research; and*

5. *collaboratively collect, analyse and present primary and secondary data using a range of qualitative and quantitative research techniques as appropriate.*

Guidelines
Consultants usually submit a report on their work at the end of the assignment. As this report is a means of conveying advice to the client, it should be as brief as possible but still be clear. Background information that is already available to the client (e.g. natural attractions, geography, etc.) should not be included in the report. A report is more than an amalgamation of data. Rather, it is a clear and concise analysis of primary and secondary data which provides the client with important and necessary information and recommendations. The quality of a

report is a direct reflection of the level of thinking that goes in to it. The following is a suggested structure for a consulting report.

A guide to the TOUR 302 Research Report – prepared by Warrick Low (*302 alumnus, former 302 tutor, completed Masters in Tourism, and now teaching marketing and tourism in the North Island at a Polytechnic*)

Cover letter – introduce yourself and report (DON'T BIND TO REPORT); address it to Jan; make sure you include ALL of your current contact details.

Title Page – Professional Research Report – not just an essay, so an appropriate description (remember who is the report for), appropriate display. Images (sources) Fonts, Your organisation

Executive Summary – One page generalising report (not an intro or conclusion, a SUMMARY) with bullet points of key findings

Acknowledgements – Especially respondents, cooperative groups and community members in Dunedin. This has to be quite general, as we have promised anonymity to all our respondents!

Table of Contents – appropriately formatted, ie use table wizard

List of Figures/List of Tables/List of Abbreviations

Introduction – approximately 250 words, one page, set the scene, introduce the content/structure of your report, purpose of report, overall part of large consultancy of Dunedin, then specific consultancy tasks

Objectives – research brief specific to your group, and the way you interpreted the tasks so to develop them into a method

Background – (relate to objectives) specific and CONCISE background information for <u>your</u> research, appropriate academic discussion and definitions, appropriate areas of discussion relative to research (literature review) to assist in understanding of research and recommendations

Method – (relate to objectives) outline method employed, in reference to your objectives, with justification of choices – in terms of specific method/technique, administrative technique, Pre and Pilot testing, specific question designs, sampling, response rate, data analysis technique, research limitations and improvements. This should include reference to academic literature and previous research, however is not a repetition of the first essay, all information should be necessary and concise.

Results and Discussion – (relate to objectives) Respondent demographic summary (if applicable), evaluation of every applicable research question, statically analysis, summary tables, comparison to existing data & literature

Limitations – Limitations of the research, possible changes and implications of limitations to results.

Conclusions –(relate to objectives) conclusions on all previous sections – focusing on your research results

Recommendations - appropriate recommendations applicable to <u>your</u> research. This could be in terms of policy and planning, product development, research, marketing etc

References

Appendices – questionnaires, maps (applicable for your research) Appendices should only include information that is useful to the understanding of the content of the report, must be referred to in the text, all information that is crucial to the understanding of the report should be included in the main document

HOW TO AVOID PROBLEMS

- Proofread & Spell-check (Everyone in your group should proofread!)
- Get someone from outside your group and class
- Get it finished before it is due so you can proofread.
- Use referencing guide for referencing

Expectations

- Formal report format (see example above, and as discussed in the lectures)

Marking Criteria

General criteria (20% of your grade)

a. Spelling, grammar and punctuation
b. Coherence and clarity of writing
c. Clear and logical structure, including introduction, main body and conclusion
d. Integration of information presented
e. Effective and clear use of tables/figures

Specific criteria (80% of your grade)

1. Executive Summary
   a. Clear and significant research purpose
   b. Brief mention of pertinent results and recommendations
2. Introduction
   a. Clear and achievable objectives of the project
   b. Appropriate references to literature and secondary data to demonstrate the importance of the project
3. Method
   a. Well justified research design
   b. Appropriate research design given the research question and objectives
   c. The research design is framed appropriately in context of relevant literature
   d. Grasp of appropriate methodological concepts
   e. Justification of sampling method (e.g. inclusion and exclusion criteria)
   f. Justification of recruitment procedures
   g. Use of reasonable assumptions to determine sample size
4. Result
   a. Choice of appropriate analyses chosen and undertaken correctly
   b. Appropriate reporting of results
   c. Clear use of tables/figures
   d. Recognition and identification of the most important features/results given the research question and objectives
   e. Identification and use of appropriate primary and secondary data sources to support conclusions
   f. Critical interpretation and evaluation of primary and secondary data
   g. Depth of analysis and interpretation
5. Identification of data deficiencies in preparation for the research proposal
   a.
6. Discussion
   a. Discussion of relation between results /recommendations and research objectives

   b. Connection with and evaluation of relevant arguments, debates and/or interpretations in a manner that demonstrates a developed capacity for independent thought. This may amount to an extension of existing arguments, debates and /or interpretations
   c. Identification of research limitations
   d. Discussion of implications for the destination and wider planning context

7. Recommendations
   a. Recommendations linked to the issues/problems identified through empirical data and the research question/objectives
   b. Recommendations address the issue/problem
   c. Feasibility of recommendations (short-term, medium-term, long-term)
   d. Previous research/literature/case studies supporting the recommendations

ASSESSMENT 6: PRESENTATION
Due: in class, 18 September - 9 October
Value: 10%

Learning outcome(s) to be satisfied *(in italics)***:**

1. recognize the relationship between research theory and research design;

2. distinguish between qualitative and quantitative research and their respective strengths and weaknesses;

3. design and utilize quantitative and qualitative research instruments such as questionnaires and interviews;

4. choose appropriate methods of data collection and analysis for social science research; and

5. *collaboratively collect, analyse and present primary and secondary data using a range of qualitative and quantitative research techniques as appropriate.*

Guidelines
Present your group's vision for Dunedin's future. Basically, this item of assessment is designed to further your presentation skills. Presentations are a key component of consultancy work. Presentations will be made in groups during class time. A schedule of presentations will be made available in the second semester, however if one of your group members has commitments (similar to those allowed as an excuse for late submissions of assessment), please let me know as soon as possible. **ONCE THE PRESENTATION SCHEDULE HAS BEEN FINALISED, CHANGES WILL NOT BE PERMITTED.**

Expectations
a) Presentation must be **at least 20 minutes in length, but NOT MORE THAN 20 MINUTES** and use PowerPoint and, if applicable, overheads. When using PowerPoint, bear in mind how long each slide will be up on the screen. You know how lecturers always seem to move too fast through PowerPoint slides? Well, you want to avoid falling into that trap yourself. It isn't easy, and nobody is expecting you to be 100% perfect. A general rule of thumb: for a 20 minute presentation, count on no more than 14 slides at the most (roughly 1 to 1.5 minutes per slide).

b) 10 minutes will be allocated following each presentation for questions, comments, queries, etc.

c) Each member of each group will be expected to contribute to the presentation. Normally, one individual will handle the introduction, and the others will be allocated their own parts to present (which will depend, of course, on the size of the group). In the end, though, how you determine who presents what is entirely up to you.

d) Your analysis: what kinds of things are the data telling you? How can you relate them to your tasks?

e) Recommendations. Now that you've got all your data, you've told a story about what your data says, you've got it nailed down as to how your data can be used to address your tasks, how does all this relate to the broader aims of your research? Can your data be used to make some policy recommendations? What about marketing? Further research to explore a few things a little more in-depth?

f) You should provide the class with a two-page (max) handout that summarises your key points, conclusions and recommendations.

Marking Criteria

Structure of presentation

a. Clear and logical structure
b. Group involvement (everyone making a contribution, well coordinated)

Content

c. Relevancy of the content given the objectives
d. Balance between breadth and depth
e. Contains informative, appropriate and useful informationRelevant use of empirical data
f. Well prepared, having analysed the data well

Presentation Style

g. Engagement with audience (enthusiasm, eye contact, etc)
h. Clear, concise, and professional delivery
i. Appropriate use of audiovisual aids
j. Flow of information and presentation

Outcomes

k. Ability to incite interest, interaction and/or discussion
l. Ability to address issues/questions raised

ASSESSMENT 7: REVIEW
Due: Tuesday, 13 October
Length: Max of 1000 words
Value: 10%

Learning outcome(s) to be satisfied *(in italics)***:**

1. recognize the relationship between research theory and research design;

2. distinguish between qualitative and quantitative research and their respective strengths and weaknesses;

3. design and utilize quantitative and qualitative research instruments such as questionnaires and interviews;

4. choose appropriate methods of data collection and analysis for social science research; and

5. *collaboratively collect, analyse and present primary and secondary data using a range of qualitative and quantitative research techniques as appropriate.*

Guidelines

To be able to evaluate oneself and others fairly, frankly, and usefully is a valuable skill. This assessment will give you a chance to reflect on your own strengths and weaknesses in terms of conducting and reporting a research project. This will also develop your skills to be critical of yourself in pursuit of continual improvement. Don't be afraid to be critical of yourself. We will not be looking for two-page essays that describe how you handled everything with the greatest of ease. We will be looking for your reflection on how you handled the research process.

What is the most important single piece of knowledge/skill gained? What will you remember in a year? Five years? How has your knowledge/skills base grown or changed? Have you gained new skills? Or improved existing skills? Has your ability to solve problems, think, reason, research changed? Did you actually use these skills? What skills do you need to develop next? If you took TOUR302 again, what would you do differently? Has your way of thinking changed? What is the single most important thing you learned about yourself in TOUR302?

The purpose of the review is also to critically evaluate how your group functioned during the year and how well you feel the group has handled the entire research process. Basically, when you are working as part of a team, you will be asked by your boss to assess how the team works, not whether your colleagues pulled their weight or not. You may want to reflect on the following key elements of teamwork:

- Communication
- Participation
- Leadership
- Organization
- Preparation
- Procedures
- Capabilities
- Commitment
- Progress

This assessment item is designed to provide a timeline of your development as a tourism researcher and as a prospective employee. A lot of new graduates do not have a clear understanding of what they have to offer prospective employers. It is critical that you are able to identify your skills and that you can clearly and persuasively articulate these. Keep this in mind when writing your review.

Expectations

- Utilising self reviews completed throughout the year
- Should provide a one or two page review of development throughout the year and a curriculum vitae portraying your skills, abilities and achievements

Marking Criteria

General criteria (20% of your grade)

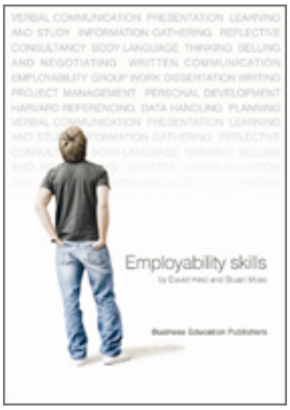
a. Spelling, grammar and punctuation
b. Coherence and clarity of writing
c. Clear and logical structure, including introduction, main body and conclusion
d. Integration of information presented
e. Effective and clear use of tables/figures

Specific criteria (80% of your grade)

a. Depth of reflection (involving all three stages as identified by Rolfe et al (2001), see guidance for Assessment 2)
b. Reflection completed with reference to clearly identified aspects of skills development and supported by a wide range of experiential evidence.
c. Ability to critically reflect on own and others actions and performance.

COURSE READINGS

Course readings will largely be introduced during and in advance of lectures. Students will be responsible for obtaining the readings. Course texts (somewhat optional, but highly recommended):



Hind, D. and Moss, S. (2005) *Employability skills*. Business Education Publishers

Cohen, W.A. (2001) *How to make it big as a consultant*. Third edition. New York: Amacom.

The following texts are also worthwhile consulting:

1. Finn, M., Elliot-White, M. and Walton, M. (2000) *Tourism and Leisure Research Methods*, Harlow, Pearson Education.
2. Field, A. (2005) *Discovering statistics using SPSS: (and sex, drugs and rock 'n' roll)*, London, Sage Publications.
3. Jennings, Gayle. 2001. *Tourism Research*. Brisbane: John Wiley & Sons, Australia.
4. Kelly, I and T. Nakervis (2001). *Visitor Destinations*. Brisbane: John Wiley & Sons, Australia.
5. Coakes, S.J. and Steed, L.G. (2001) *SPSS: Analysis Without Anguish*. Brisbane: John Wiley & Sons, Australia.

For many of the assessment items you will be expected to source many readings (journal articles on methods, books, book chapters, non-academic sources) yourself. Feel free to share references with your fellow classmates and the teaching staff. We also encourage you to bring any key references to our attention so that we may alert others.

The University Library has an extensive list of journals that are available electronically and you should familiarise yourself with the recent articles that have been published.

REFERENCES

Chivers, G. (2003) Utilising reflective practice interviews in professional development. *Journal of European Industrial Training* 27(1): 5-15.

Rolfe, G., Freshwater, D., & Jasper, M. (2001). *Critical reflection for nursing and the helping professions.* Basingstoke, UK: Palgrave.

Tourism Recreation Research and Education Centre (2004) *Tourism Planning Toolkit For Local Government*. NZ Ministry of Tourism.