

## TRMT 415 – Fall 2018

### Group Project

#### Overview

1. Students will work in teams. The role of these teams is to act as consultants for Vancouver Island University (VIU). Senior leaders at VIU have been tasked with developing a new Tourism Management degree program (4 year BA). VIU feels there is considerable demand for a program that specializes in two (2) core areas: Facilities Management & Destination Marketing. While many of the 1st and 2nd year classes will be the same for either program, the 3rd and 4th year will specialize students in one of these two areas to prepare them for the world of work. Your consulting team will be assigned a 1 page project overview and desired outcomes from VIU administration no later than September 14th which will include, but not limited to:
2. The teams are required to submit a comprehensive Project Proposal report.. The Project Proposal report should be no more than 3,000 words in length excluding charts, graphs and references. A template, which teams are free to amend as they see fit, will be provided.
3. The teams will also make a brief presentation of their project plan to VIU administration. All team members must come prepared to speak, but only 1-2 members should make the actual presentation. All team members must be present, and on-time and any member may answer questions. Members that are late or absent without prior notice will give the team a penalty mark.
4. In addition to taking part in their own team presentation, each student will also take the role of a management team member (“The Management Teams”). The task of the Management Team is to ask probing questions of the presenters to which they have been assigned. Students will not know which Management Team has been assigned to until just prior to the presentations, so they must come prepared to ask pertinent questions related to the entire range of topics covered. The quality of the questions asked will form part of the evaluation.

## Written Project Plan & Briefing

*To brief: to advise and inform thoroughly in advance*

A briefing report is a document that is typically written to inform managers about the issues surrounding a particular business problem. Its purpose is to provide them with information to help them to make decisions.

**The briefing report should include the following:**

1. Background
2. Objectives of the project
3. Expected results of the project
4. Project implementation and management
5. Project budget

**IMPORTANT NOTE:** relevant research and statistics to back up your assessment of the problem and your recommendations, including current trends and industry best practices must be included throughout the main body of your paper. Remember, your recommendations are only as good as the evidence that you present to back them up. If you simply state your opinion without references to support it, you will lose marks.

### Format and Length

- o Use 11-point font and 1.5 line spacing.
- o Clearly format each of the sections.
- o Use professional/business writing style (third person, without grammatical and/or spelling errors).
- o Sources of information must be cited using the APA referencing style (please include both in-text references and a bibliography).
- o Length: max 3000 words (excluding appendices and references).
- o Include a title page, a table of contents and a short Executive Summary.
- o Save as a PDF and submit via email or through D2L.

## Presentation

The goal of the presentation is to simulate a real environment and not create an artificial academic assessment. The academic presentation is a useful tool to assess students understanding of course material, but this course requires students to apply their knowledge on the materials and demonstrate how they would perform in a real situation. This is a learning opportunity as students are largely through their program and will soon need to employ what they have learned. Hence, this is a chance to begin improving that skill for later success.

- o Presentations will be absolutely no more than 20 minutes in length, but can accommodate up to 10 minutes of questions throughout the presentation.
- o Students may use PowerPoint, Prezi, or any other visual aids, to reinforce the message they are delivering orally. However, students must ensure that their presentations will work with the classroom equipment. It is highly recommended to test your presentation before the actual class time.
- o Teams will be evaluated on the effectiveness of their presentations and the quality of their replies to the questions asked by the Management Team. All students will be given the same grade.
- o Students in the role of Management Teams will be evaluated on the quality of the questions asked of the Presenters to which they are assigned. All students in a Management Team will be given the same grade.

## Grading

The group project is broken down into 3 grading elements as shown in the table below. A total of 50 points is available for the group project that accounts for 40% of the grade for this course.

<b>Element</b>	<b>Mark allocation</b>
Written Report	35
Team presentation and answers to questions	10
MGMT Team – quality of questions asked	5
<b>Total marks</b>	<b>50</b>

It is important that you contribute to a team, an early indication of slacking raised by 2 or more members can result in a deduction of the group grade for the slacking member. However, for this to happen requires team members to inform the instructor at least 2 weeks prior to the presentation of what the student is not contributing. This will result in a warning to the slacking student to produce according to the team expectation or potentially be removed from the group. However, if it is determined that the group made unrealistic expectation, then the group could be penalized on their final mark for the group project. Raising an issue with less than 2 weeks indicates the group is not managing their time well, so no consideration will be given.

If a student is removed from a group or elects to not participate in a group (directly or indirectly), then they can select either of the topics and submit the written portion of the project. There will be no option to participate in the presentation or management team, so an individual effort can receive a maximum of 25 points out of 50 for a group project. There will be NO exceptions to this, as this is a degree in management and those that cannot participate in group work will likely fail in the business environment they are working towards.

## Marking Scheme

### BRIEFING PAPER

	Marks available	Marks gained
<b><u>Flow</u></b> Good executive summary and approachable content to intended audience.	5	
<b><u>Analysis</u></b> Relevant research and statistics to back up your assessment of the issue and your recommendations, including current trends and industry best practices - included throughout the paper	5	
<b><u>Project Plan</u></b> Provided a clear demonstration of critical thinking and presented the various components of the project planning in a clear and concise way	10	
<b><u>Format</u></b> Physical presentation; including structure, professional writing style, spelling, grammar, and length. Referencing - complete and correct.	5	
<b>TOTAL</b>	<b>35</b>	

## PRESENTATION

<b>Team members:</b>	<b>Topic:</b>
	<b>Date:</b>

### Presentation

MARKS	4 marks	3 marks	2 marks	1 mark	Mark
<b>Organization</b>	Great flow that audience can follow. Clearly understood client issues, underlining problem(s), solutions, and made a recommendation with implementation details.	Student presents information in logical sequence which audience can follow. Basic detail, but missing some elements for a complete demonstration of client needs.	Audience has difficulty following presentation because student jumps around amongst topics. Unclear if this is the best recommendation for client.	Audience cannot understand presentation because there is no sequence of information. The flow of presentation was poor and material did not match the needs of the client.	
<b>Subject knowledge</b>	Student demonstrates full knowledge (more than required) by answering all questions with explanations and elaboration.	Student is at ease with information covered and expected answers to all questions but fails to elaborate.	Student appears uncomfortable with information and is able to answer only rudimentary questions.	Student does not appear to have grasp of information presented; student cannot answer questions about subject or provides false information. *1	
<b>Visual aids Spelling, grammar</b>	Graphics add value by explaining and reinforcing screen text and oral presentation. Text covers the main points only. Animations are used judiciously. Free of misspellings and grammatical errors.	Graphics are relevant, but do not always add value. Text covers the main points only. Animations and / or transitions are somewhat distracting.	Graphics are overused, and do not add value to the presentation. Slides have more text than is needed to cover the main points. A mixture of several types of animation or transition are used in a gratuitous fashion.	Slides contain superfluous or inappropriate graphics. Slides are busy, difficult to read / understand, and contain too much text in a small font. Slides have multiple animations and transitions and is distracting.	

<b>Presenter Style</b>	<p>Student maintains good eye contact, covers the room well, and engages with the audience. Very little use of notes.</p> <p>Student uses a clear, strong voice with good projection so she/he can be clearly heard in all parts of the room.</p>	<p>Student maintains eye contact for most of the time, and with most of the room, but frequently returns to notes.</p> <p>Voice projection is good and reaches most of the room. Posture is good, but there are some signs of nervousness. No pronunciation problems.</p>	<p>Student makes occasional eye contact only with audience members in limited areas of the room. Extensive use of notes.</p> <p>Student's voice is uncomfortably low for some audience members, and there are some problems with pronunciation. Posture is tense, and lacks conviction. Occasional distracting mannerisms.</p>	<p>Student reads from notes, screen, or board with no eye contact and no audience engagement.</p> <p>Student mumbles, frequently incorrectly pronounces terms, and speaks too quietly for most of the audience to hear. Stands behind podium the whole time. Visibly lacks confidence. Distracting mannerisms.</p>	
<b>Timing</b>	<p>Excellent pace and timing. All material covered. Ample time for questions and discussion throughout presentation.</p>	<p>Student recognizes timing problems and cuts some of the material in order to finish on time. Well handled.</p>	<p>Student appears not be able to cover all material in the time, and rushes through key points.</p>	<p>Student runs out of time so presentation can not be finished. Presentation must be stopped by instructor.</p>	
<b>TOTAL</b>				<b>(Out of 10)</b>	

**\*1** - You will lose lots of points providing false information, it is better to state "you do not know, but can follow up on that question"!

Evaluation of questions asked by the “Management Team”

	Marks available	Marks gained
<b><u>Relevant</u></b> Questioners show a good knowledge of the subject matter	1	
<b><u>In-depth</u></b> Questions are probing rather than superficial (ie. their purpose is to help decision making)	1	
<b><u>Reasonable</u></b> Questions are fair and reasonable (ie. they do not require knowledge outside the parameters of the course to be answered)	1	
<b><u>Engagement</u></b> Questioners were engaged during presentation and ask questions throughout presentation (did not wait till end).	1	
<b><u>On-time</u></b> The team control their time-slot and all the members were present (not late).	1	
<b>TOTAL</b>	<b>5</b>	