

## Research Notes on the Study of Project Management: Based on Tourism Project Class 2016

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### Abstract

These research notes examine principles of project management based on one of the project classes launched in 2016 at the Faculty of Tourism of Josai International University, Japan. The project was designed in collaboration with the Japan Railway Company (JR) and its main goal was to create a walking course for one of the JR's events called "Ekikara Hiking." Based on this project class, certain methods of project management were taken into account to find out what key factors to be essential for controlling and completing the project effectively. Positive and negative outcomes of the project are also introduced with some possible improvements to be made in the future. This study is primarily intended for gaining a better understanding of project management, especially in the educational field for future project classes.

**Key words:** *Ekikara Hiking*, tourism project class, project management, principles, methods, motivations, the Kolb & Fry's experiential learning cycle, the control loop, PRINCE2

### 1. Introduction

*A Guide to the Project Management Body of Knowledge* (PMBOK® GUIDE: Fifth Edition) (2013) defines project management as: "the application of knowledge, skills, tools and techniques to project activities to meet the project requirements." (p. 613)

I have been assigned to launch a new tourism project class every year for the past three years at the Faculty of Tourism, Josai International University, Japan. Despite the clear definition above, I have always faced difficulties in leading it in a systematical manner. I reflect that I was simply conducting every project class without applying any theories or approaches, thus the original schedule would often fall apart towards the end. Furthermore, every time I changed the project topic, I would face similar problems.

Therefore, in this report, I examine the principles of project management taking certain methods into account in light of the contents of the latest tourism project class that I have been assigned. First, I

will explain the background of this project class with an overview of the stakeholders involved in this project. Second, I will review a few methods: 1) The Kolb and Fry's experiential learning cycle, 2) Herzberg's dual-factor theory, 3) The control loop of managing performance, and 4) PRINCE2, which all could be applicable when organizing the project properly. The Kolb and Fry's experiential learning cycle is briefly introduced as a framework for keeping the project on the right track. Although Herzberg's dual-factor theory is not a method for project management per se, I will briefly refer to it because I believe that maintaining students' motivations is essential to the success of the project. The control loop is more specific than the Kolb and Fry's experiential learning cycle in terms of its concrete processes, therefore, I will describe how it can be applied to the current tourism project class. The last tool, "PRINCE2," is an extensive method originally developed in the U.K. and widely used across Europe. This method is applicable to all types of projects, but because it is so comprehensive I will only utilize its principles in this paper. Third, I will describe the process of the tourism project class with what types of student outputs were made. In the end, I will review what I have examined throughout this paper and suggest key factors in order to conduct better projects in the future.

## **2. Background**

This new tourism project started in April, 2016 as a year-long-class with four credits, consisting of 30 meetings (each meeting was a 90 minute class). The main theme or purpose of this tourism project class was to revitalize the local community by designing a unique student-made walking course in town and widely promote it outside the area. The basis for this theme originated back at the end of 2015 when we had an offer by the Japan Railway Company (JR) to create an interesting walking tour for one of their events called the "Ekikara Hiking" (meaning "Hiking from Stations" in English). Basically, they wanted us to launch a project to design a walking route based on students' own ideas and then operate the event with the students. Since I knew it would not be easy to collect a group of students who would voluntarily participate in this kind of project, I thought I would use the tourism project class to get it started. Before the class started, I first discussed the ground design of the project with JR. The first order of business was deciding on a date when the ("Ekikara Hiking") event could be held. From the faculty's point of view, October 15<sup>th</sup> was an ideal date as it coincided with our yearly faculty festival. However, the problem was that the faculty festival date could not officially be confirmed until the end of July due to matters in connection with the university's board of directors. This presented a problem for JR since they needed to start designing promoting materials from around June (see Appendix 2-4 for completed PR materials). After a number of discussions, we finally settled on October 30<sup>th</sup>. This was the same date that one of the biggest local events called "Shoku Festa" (meaning "Food Festival" in English) was going to be held in the city. For this event, the city of

Kamogawa invites a variety of food vendors to sell their locally harvested goods. The city hall welcomed the starting date as it meant more people could attend the food festival (see Appendix 6 for a picture of the meeting with city hall). Fortunately, the dean was very understanding about JR's PR situation as well as the benefits for the city. In the end, everyone (JR, Faculty of Tourism, City Hall and the students) was in agreement on the starting date for the walking event. Positive response to this study could be found in the feedback from the participants (students) of this tourism project class. This is because the students were to be more directly involved in the project than anyone else. Indeed, they were to be involved in the process from start to finish. In addition to the views of the students, I would also take into account the opinions of JR, the City Hall, as well as the dean of the faculty of tourism to ensure that this project would benefit everyone involved. Whenever I received feedback from those stakeholders, I would share with the class in the hopes of making this project a better one. Since the students and I would get together in class and meet with other people periodically (frequently with JR), we had opportunities to collect a variety of feedback. In terms of data collection, I would write down what we discussed each time and then share the "minutes" with them the next time we met (see Appendix 8 and 9).

To provide a proper perspective for this project, I would like to clearly identify who the stakeholders were. First, JR was one of the key stakeholders for this study. Since "Ekikara Hiking" was to be their event, we would not be able to carry on this project without their assistance. Another key stakeholder would be the city hall. To make this project run smoothly, we would need to inform them of what we would be doing and might need to ask them for assistance when using public areas. The dean of our faculty would be the third key stakeholder. Although he was not to be directly involved with this project, his position as my boss and as a representative of the faculty, meant I would need to periodically update him on our progress. The fourth key stakeholder would be the students taking this tourism project class. The ideas and opinions of these 20-odd students were essential to making this project unique and useful. The local people would be considered a fifth key stakeholder. Although not direct players in this project, we knew we would have to limit disturbances to their living environments in order not to jeopardize the project. The last key stakeholder would be the participants actually taking part in this walking event. They would essentially be the "customers," thus what they feel and experience would directly influence implementation of future events. These key stakeholders would all have input into this project. Nonetheless, provided what we were doing held educational value, most of our decisions were likely not to be questioned.

Applying "the power versus interest" excerpted from the Open University B716 Module Book 1 (2015, p. 48) which was originally identified by Price (2009), the stakeholders in this project could be categorized as shown in the grid below.

		Level of Interest	
		Low	High
Power	Low	Outsiders: <i>Local people</i>	Onlookers: <i>Participants in the event</i>
	High	Monitors: <i>JR, Faculty of tourism, City Hall, Students</i>	Intruders:

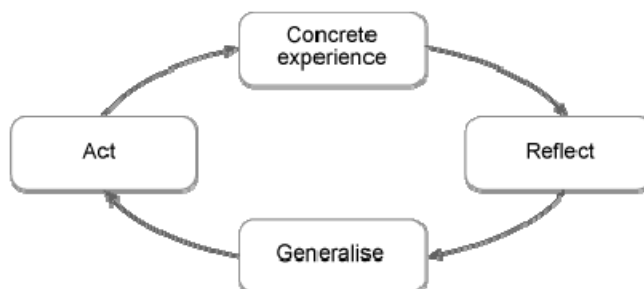
Power versus interest (Source: Price, 2009) \*Excerpted from B716 Module Book 1(p.48)

Most of them could be categorized as “Monitors,” which “...are individuals or groups who are powerful enough to support or undermine the change effort. What is important, argues Price, is that they can work with you but also against you.” (The Open University B716 Module Book 1, 2015, p. 48) They are powerful enough to make changes but also are supporters who share the same values. Participants in the event are classified as “Onlookers” because they are very interested in the walking course and/or event but are not involved in designing the contents. As for local people, unfortunately they are neither interested in this kind of event nor influential, thus the designation “Outsiders.”

### 3. Certain methods of project management

#### (1) “ Kolb and Fry’ s experiential learning”

As a basic framework, I referred to Kolb and Fry’s experiential learning cycle (1975) below. Between “Act” and “Reflect,” the project members would “Concrete experience,” and between “Reflect” and “Act,” we would “Generalize” to adopt learning points to a better “Act.” I planned this process several times throughout the project as shown in Appendix 1. This is a very useful framework for capturing an overview of the project as a whole but at the same time it is quite simplistic so that more specific follow-up processes are needed.



Kolb and Fry’s experiential learning cycle (adapted from Kolb & Fry, 1975)

\*Excerpted from the Open University B716 Web Site<sup>1)</sup>

## (2) “Herzberg’s dual-factor theory” for stimulating motivations

When considering class management, it was quite important for me to stimulate the students to actively and voluntarily work towards a bigger goal than simply “receiving four credits.” This parallels Herzberg’s dual-factor theory (1968/2003). With regards to stimulating employee motivation, Herzberg teaches us that “hygiene factors” alone would not function to activate motivation. According to Herzberg, Hygiene factors “might help remove dissatisfaction, but would not necessarily increase satisfaction or motivation.” (The Open University Module B716 Book 2, 2015, p. 68) He also claims that the opposite of the word “dissatisfaction” in terms of motivation would not necessarily mean “satisfaction;” it could actually be “not dissatisfaction.” In other words, even if all negative factors reported by an employee were to be removed, he/she might not be satisfied; just not dissatisfied. Herzberg instead argued that truly satisfying people requires “motivator factors...which originate from the nature of the job itself and can create job satisfaction.” (The Open University B716 Module Book 2, 2015, p. 68) Money, for example, is definitely an important factor for job satisfaction, but money in itself is not enough to motivate people to work toward organizational objectives in the long term, as he explained. Under Herzberg’s theory, the student credits serve as the “Hygiene factors.” I still needed to provide students with a set of “Motivation factors.” I therefore, spent great time and effort to impress upon them the importance of this project and what its results would provide them with.

## (3) “The control loop” of managing performance

I also applied “the control loop” of managing performance in order to control the project effectively. As a background of this method, according to the Open University Module Book 2 (2015, p.127), “..., one of the theoretical bases of the control loop is goal-setting theory, which was first put forward by the social psychologist Edwin Locke... .” It also explains that the control loop “...involves three main stages: setting specific targets; monitoring the extent to which individuals fulfill these targets; and taking corrective action if and as necessary. A fourth stage may be added if desired: setting new targets in the light of previous performance.” (p. 127) While similar to Kolb and Fry’s experiential learning cycle, I found this approach to be more specific when leading the project. Furthermore, it stressed the importance of giving all members clear explanations of the value of the project goals in order to ensure better performance. It argues that “If managers can intervene to set goals in such a way that individuals think the organization’s aims are worth achieving, then they should be able to improve their staff’s performance.” (The Open University Module Book 2, 2015, p. 127) I believe that setting clear targets is the most significant project task because it gives members the guidance they need to progress. It is easy to get lost without a clear destination. Thus, we spent the better part of the first few meetings discussing and debating exactly what our vision for this project should be. In the end, we agreed on: “Designing a walking course which everyone can enjoy.” The term “everyone” was meant

to be inclusive of: elderly people, children, and individuals with physical disabilities. With that vision and target in mind, we held a trial walk followed by a feedback session at the beginning of May (see Appendix 6 for pictures). This could be considered as the process of “monitoring” in the control loop. After the first trial walk, we had a feedback session for making necessary adjustments. Points of discussion included which routes should be taken based on factors such as attractiveness, uniqueness, and safety. In consideration of those issues, we had a second trial walk along a different route and held another feedback session for further improvements in the middle of June. For this feedback session, the staff from JR joined us and provided constructive advice, which helped us to finalize the walking course. These processes would be categorized under “corrective action.” Although we originally planned a third trial walk and feedback session, it was postponed to the end of September due to an urgent business trip in the middle of July. The biggest challenge to come out of our second trial walk feedback session was being able to match our original vision with the finalized course. We had all agreed with the vision of “Designing a walking course which everyone can enjoy” upon the launch of the project. However, the route for the most unique and attractive walking course, included a short flight of stairs which was inaccessible by wheelchair. No other route was going to be as attractive or as interesting as this one. The decision was made harder by the fact that there was one physically-challenged student in a wheelchair taking this project class and he was very eager to contribute to designing the course. Therefore, we were torn when making the final decision. After some deep discussions, we finally decided to go with the course with the stairs. We justified our decision based on past data which revealed that no one in a wheelchair had participated in any of the events in the last five years and most participants were in a good shape for their age. We also agreed with that if somebody in a wheelchair did want to participate, we would use a mini-van to take him/her to the next walking point. Although this was our final decision, it still left some of the students unconvinced (see student report example in Appendix 7). On a positive note, however, all the stages up until this point had been managed properly within the frame of the control loop.

#### (4) Principles of “PRINCE2”

Here I would like to take a look at another new project management method. “PRINCE2,” which stands for Projects in Controlled Environments is a unique and useful project management model. Mathis (2014) defines PRINCE2 as “a project management method that lays out a specific set of processes for starting, managing, and finishing a project.” (p. 12) He states that, it was originally “developed in 1989 by the Central Computer and Telecommunications Agency (CCTA) in the United Kingdom to manage projects in an information technology environment. The “2” denotes the major revisions to the method that took place in 1996, which were intended to broaden the method beyond information technology so it could be applied in any field.” (2014, p. 13) This information alone

convinced me to give this method a try. I was also impressed by the fact that “...(PRINCE2) works equally well for large and small-scale projects, in organizations ranging in size from multinational corporations to small startups with bootstrap funding.” (p. 13) As this is, however, such a comprehensive project management method, I would like to focus on its principles only.

According to Mathis (2014), there are 7 principles to be considered when implementing PRINCE2 (PRINCE2® for Beginners: PRINCE2® Study Guide for Certification & Project Management, p. 23). The 7 principles are: 1) continued business justification, 2) learn from experience, 3) defined roles and responsibilities, 4) manage by stages, 5) manage by exception, 6) focus on products, 7) tailor to suit the project environment (p. 23-28).

The first principle is “Continued business justification.” This principle “...makes sure that a project is actually a worthwhile use of an organization’s time and money (p.23).” Because we are implementing this project for educational purposes, what we need to consider in my case is whether it is a worthwhile academic project or not. Mathis emphasized that “If at any time the business justification for the project no longer exists, then the project should be stopped. ...Under PRINCE2 principles, stopping a project that has lost its business justification is considered a positive action that should be rewarded (2014, p. 24).” In the business field, this must have a lot to do with return on investment (ROI) but considering my work context if there is no educational benefit seen in the project, it is the time for us to stop.

“Learn from experience” is the second principle of PRINCE2. According to Mathis: “The PRINCE2 method requires all project team members to learn from past experience, from previous projects, and from earlier stages of an existing project (p.23).” In addition, he explains that “Lessons learned are recorded in a log created specifically for this purpose and consulted when questions arise.” (p. 24-25) Based on this principle, I made a class handout containing all of the previous discussion points and issues, and distributed it to all of the students. I also asked one of the students to take minutes during every meeting. These records enabled us to immediately focus on the issues at hand. (see examples for both class handout and minutes in Appendix 8 and 9).

The next principle is “Defined roles and responsibilities.” It states that: “...every project must have a clearly named project management team, with a defined structure of roles and responsibilities that all team members agree on.” (Mathis, 2014, p.25) Although our project was not so complicated, I began by naming the leader and the sub-leader of the whole project. Then, as the project went on, I divided the class (20 students) into four groups of five and asked each group to select a group leader. I assigned some concrete tasks to each group to ensure commitment from all project members. I personally selected the leader and sub-leader for the whole project myself because these are particularly important roles. At the same time though, I gave each group the flexibility to choose their own group leader. I thought this was essential in helping to maintain group motivation.

The fourth and fifth PRINCE2 principles are “Manage by stages” and “Manage by exception.” The first one, “Manage by stages” means that “Each stage is planned with only as much detail as can be managed and foreseen. The end of each stage serves as a control point where the project’s status can be evaluated before the next stage.” (Mathis, 2014, p.25) Whereas “Manage by exception,” stipulates that “PRINCE2 requires limits on how far the project can stray from any of the 6 variables (Performance Targets).” (p. 26) The 6 variables introduced here are: “Cost, Time, Quality, Scope, Risk, and Benefit.” Mathis (2014) also argued that “Tolerances are clearly defined for each of the 6 variables (Performance Targets), ...” (p. 27) “Manage by stages” could be considered as the monitoring process in the control loop that I have applied for. However, “Manage by exception,” was not utilized in this particular project. I believe it should be included in future projects.

“Focus on products” is the sixth principle of the PRINCE2 method. “PRINCE2 emphasizes output over activity, which accounts for the focus on products principle. ...by clearly defining each product with a detailed Product Description, their purpose, construction, and quality requirements are made explicitly clear from the beginning of the project.” (p. 27) For our project, this principle manifests itself in our class syllabus. Although I tried to include all the core information in one paper, it was not sufficient to explain everything since the schedule and contents change as the project goes on. Therefore, based on the syllabus, I explained the purpose, the process, and the educational outcomes in the class.

The final PRINCE2 principle is “Tailor to suit the project environment.” Mathis (2014) explained that “Depending on whether the project is large or small, complex or simple, supported by abundant or scarce resources, and the level of risk, PRINCE2 can be adjusted to the environment.” (p.28) I believe that this is the best part of using the PRINCE2 method. In general, the control loop is a very useful way of managing performances but PRINCE2 is much more detailed and flexible enough to fully control the project. In order to truly understand the intricacies of PRICE2, all of its components need to be examined. This is definitely something I would like to delve into more deeply with future projects.

#### 4. Towards the end of the project

In preparation for this event, we had a third trial walk with some staff from JR. While walking, we discussed sign placement locations and highlighted caution areas where the safety of the walkers might be in peril. The information collected from this final trial walk was later brought back to our campus for further discussions. In addition to the preparations for conducting the event, one of the outputs that we wanted to produce was a “map” highlighting local attractions or points of interest near or along the walking course. We planned to hand it out to the participants on the day of the event.



Thus, most of our efforts over the final two months were directed towards collecting the necessary information and producing the map. To make the task run smoothly, I assigned a specific area for research to each of the four project groups. When I had originally put these groups together, my main goal was to ensure that every member in each group could be as interactive and responsible as possible. I therefore shuffled the members and intentionally separated close friends into different groups so that they could actively interact with new members. I also made sure to put an international student in each group. There were three Vietnamese students in the class and they were always sitting together, so that I separated them into different groups. These approaches had both positive and negative results. The positive side was that everyone needed to get to know each other to tackle the tasks in groups. Thus, communication was naturally encouraged. On the other hand, participants were not familiar with each other so discussions stalled and decision making was delayed. In the end, however, they were able to delegate responsibilities and make decisions on who would collect information for what area. In terms of creating the map, I thought it was best that this be left to only one student. I assigned the task to one of the Vietnamese students who was familiar with map creation software. Although it was last minute, we were finally able to complete the map just two days before the event (see Appendix 5 for map). With regards to conducting the event, a few weeks before the walk, a representative from JR came and explained the proposed plan. Following this explanation, we discussed the information collected from the third trial walk and finalized how many people would be needed at the reception, along the walking route, and at our campus. After finishing our discussions, we pledged to make this event as successful as possible and prayed for nice weather on Oct. 30<sup>th</sup>.

Unfortunately, October 30th was cloudy with light rain. The “Ekikara Hiking,” event however, went off as planned. In spite of the weather, about 200 people participated in the event. In terms of operations staff, JR sent five of their representatives to join us. This meant that there were 25 staff in total to help conduct the event. Other than not having enough staff to give participants directions at certain points along the course, the event went off without a hitch. We even received compliments about how well-organized the event was from some of the participants. Having said that, we would definitely provide more tour guides for similar future events. A lack of preparation time meant that we were only able to provide tour guides on our campus. Even at the campus, we were somewhat understaffed. I had assigned two students with open campus<sup>2)</sup> experience, but more guides would have helped participants have a more hospitable experience. Conducting guided tours takes a lot of time and effort. Although we lacked the time and resources needed to provide guided tours through the hiking course this time around, we would definitely like to offer this kind of service to participants during future events.

## 5. Conclusion

In conclusion, I selected a few methods of project management and used their principles as a framework for the tourism project class that I was assigned in 2016 at my university. First, I briefly explained the background of how this project was launched. I also took all the stakeholders into account by applying the stakeholder analysis from Price (2009). Since this project was education oriented, most stakeholders understood its value and worked together towards a common goal. Throughout this study, I briefly referred to Kolb and Fry's experiential learning cycles (1975) as a basic framework for keeping track of the project. In addition, in terms of student motivation, I reviewed Herzberg's dual-factor theory and determined that the students needed "Motivation factors" in order to be positively engaged in the project. I also examined Locke's (1981) control loop of managing performance, and applied its processes to my project. This method suggests that concrete processes should be followed in order for the project to run in a systematical manner. The final project management method I examined was the globally renowned "PRINCE2." Owing to the comprehensive nature of this method, I examined only its principles and considered how they could be applied to future projects. Lastly, I reflected on the final stages of the project including information collection and map development. I pondered what improvements could be made for similar future projects. Providing guided-tours was determined to be the main way we could improve operations the next time around.

Through this study, I have learned that project management requires a practical method and certain skills and techniques to control and complete projects successfully. Moreover, I realized that it is essential for managers to trust the project members and to be trusted by them to ensure that everyone works towards the same goal. In closing, I am firmly convinced that controlling people's motivations is the key to successful project management. I intend to apply the learning outcomes of this endeavor to future work related projects.

## Notes

- 1) The Open University website (B716-15K, EBI Introduction Session1, Activity 1.1: Your EBI, Task A, Appendix 1): [https://learn2.open.ac.uk/mod/oucontent/view.php?id=747693&section=\\_appendix.1](https://learn2.open.ac.uk/mod/oucontent/view.php?id=747693&section=_appendix.1) (Accessed 19<sup>th</sup> August 2016).
- 2) The open campus is the event in which each school provides prospective students with its educational information as well as a campus tour with its student staff.

## References

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- The Open University (2015) 'Exploring Management', *B716 Module Book 1*, p.48.
- The Open University (2015) 'Managing people and organisations', *B716 Module Book 2*, p.127.

## Appendix

### 1) Brief outline of the cycles of inquiry

[INTRODUCTION] April (Starting Date: April 11<sup>th</sup>)

- Orientation, Explanations of the event by Japan Railways Company (JR), Grouping, Appointing a leader and a sub-leader, Making a contact list, etc.

[ACTION] May

- First trial walking, Visiting the city hall, Meetings with JR and the Dean

[REFLECTION] June 1<sup>st</sup> - 10<sup>th</sup>

- Feedback on the first trial walking course as well as reflections on city hall' visit, JR's points of view, the Dean's thoughts

[ACTION] June 10<sup>th</sup> – 20<sup>th</sup>

- Second trial walking and a meeting with JR

[REFLECTION] June 20<sup>th</sup> – 30<sup>th</sup>

- Feedback on the second trial walking course as well as sharing information from JR

[ACTION] July 8<sup>th</sup>

- Third trial walking with JR

[REFLECTION] July 10<sup>th</sup> – July 20<sup>th</sup>

- Feedback on the third trial walking course as well as finalizing the general contents of the walking course and flyer content.

[ACTION] September 26<sup>th</sup> - October 24<sup>th</sup>

- Making the walking course map

[REFLECTION] October 1<sup>st</sup> - October 24<sup>th</sup>

- Feedback and revisions of the map and discussions on how to coordinate the event

[ACTION] October 30<sup>th</sup>

- Act

[REFLECTION]

- Feedback for future projects

2) “Ekikara Hiking” (Hiking from Station) Poster #1 shown in the right corner above:

**和太浦 神秘の黒滝と港の町並みを訪ねて**  
10/1(土) 11/20(日)  
コース距離 約10km(往復) 所要時間 約3時間(往復)

**学生が考えた 鴨川ハイキング**  
城西区国際大学 観光学部  
10/30(日) 雨天決行  
コース距離 約7km(往復) 所要時間 約2時間(往復)

**【学生駅ハイ】かも〜ん鴨川! 一食×絶景×ウォーキング**  
10/30(日) 雨天決行  
コース距離 約7km(往復) 所要時間 約2時間(往復)

**極木のまち 銘木を巡る迷やハイキング**  
10/1(土) 11/20(日)  
コース距離 約5km(往復) 所要時間 約2時間(往復)

**川と歴史とコスモスのまち ぶらり印西めぐり**  
10/15(土) 10/22(土)  
コース距離 約5km(往復) 所要時間 約2時間(往復)

**工場風景と東京湾を望む! 釜川河川沿いハイキング in 五井**  
11/1(土) 12/4(日)  
コース距離 約10.6km(往復) 所要時間 約3時間(往復)

3) “Ekikara Hiking” (Hiking from Station) Poster #2 (Walking Map)

**学生が考えた 城西区国際大学 観光学部**  
コース番号: 0716010  
開催日: 2016年 10月30日(日) (雨天決行)  
内房線 太海駅 → 外房線 安房鴨川駅

**【学生駅ハイ】かも〜ん鴨川! 一食×絶景×ウォーキング**

**特典告知**  
●スタート時、観光学部の学生が作成したコース紹介マップを、参加者全員にプレゼントします。  
●当日は、鴨川食フェスタが開催されます。(10:00~15:00)

**コース** 歩行距離 約7km(約3時間30分※施設での見学時間含む)  
A 太海駅 → B 太海望洋の丘 → C 鴨川松島 → D 鴨川漁港 → E 鴨川マリンブリッジ → F 安房鴨川駅

**スタート受付 9:30~12:00**  
ゴール 16:00まで

**鴨川食フェスタ**  
開催時間: 10:00~15:00  
開催場所: 鴨川市民会館前(食フェスタ会場)

**ゴール**  
ゴール受付はありますが、安全に歩いた後、16:00までにゴールしてください。

5) Student made map

[illegible]

## Orientation from Japan Railways Company (JR)



### Walking Trial #1



## Walking Trial #2



### Walking Trial #3



Discussions with JR and City Hall



Briefing on the event (Oct. 30<sup>th</sup> 2016)



Event reception table



Providing guidance at the campus

## 7) Excerpt from a student report (Only underlined parts- related to project vision - translated)

### 観光プロジェクト b レポート

2016 年 7 月 25 日

プロジェクト b は安房鴨川駅および太海駅により多くの人を呼ぶことを目標にし、JR 東日本のイベントの一つ「駅からハイキング」を材料に、鴨川駅および太海駅周辺のウォーキングコースの作成を行うプロジェクトである。「誰もが楽しめるウォーキングコースの開発」をビジョンとし、ウォーキングの中で重要なコースの作成、またコースタイトルや紹介文なども決定し、現在は特典や告知などの部分へ取りかかっている。...しかし、このコースにおいて問題点、というよりも疑問に感じていることがある。それはこのコースが私たちのビジョンに合っているかということだ。...車いすの参加者は太海の階段はのぼることができない。車いすでハイキングに参加する人はいない、参加する人は足腰や体力に自信がある人だ、そう考えてこのコースになったが、もし車いすの参加者がいたら？初心者やこどもの参加者がいたら？と考えると「誰もが楽しめるウォーキングコース」ではないのだろうか。このコースはもちろん悪いコースではなく十分楽しんでもらえるコースだと思う。ただ、ビジョンを考えると他のコースの方が良かったのではないかと感じている。



...But I have a concern or more like a question about this course. That is whether this course reflects on our vision or not. ...A person with a wheelchair obviously cannot take stairs around Futomi. Yes, most of us agreed with the point that it can be assumed that no one with a wheelchair will join the event and participants are very confident about their physical strengths. However, what if there is a person with a wheelchair or beginners and children as the participants? That gives me a question of “Is this really a course that everybody can enjoy?” I am not saying this course is bad and rather I am positive that this will be a very enjoyable walking course. Yet, I still think that there was another option that we could take in accordance with our vision. (Translated by Masashi Ishitani, 2<sup>nd</sup>/Sep./2016)

8) An example of a log of discusses issues from one of the meetings (June 20<sup>th</sup> 2016)

2016 年 6 月 20 日 (月)

観光プロジェクト b1 授業メモ  
(Tourism Project b Class Handout)

1. 市役所訪問時のメモ (Feedbacks from the city hall) :

(1) 市役所からのメッセージ (Messages from the city hall) :

「鴨川はいいところ。また来たい。」と思えるようなコースを。

(2) 市役所からのルート上の主な情報 (Core information on the route) :

- a. 鴨川青年の家には直接ルート上の交渉を。
- b. 波太富士 (青年の家近く)・・・富士の形をしたきれいな山
- c. 鴨川青年の家付近の地層は「まくら溶岩」という溶岩でできている。
- d. 鴨川松島・・・7つの島。大きい島を「スズメ島」と呼ぶ。
- e. 前原海岸・・・サーフィン発祥の地

(3) 市役所からのアドバイス (Advices from the city hall) :

- a. 特典や特典品などは学生自ら交渉をするなかで入手する努力を。
- b. 鴨川駅が終点となった場合に、食フェスタとの連携や観光協会にレンタサイクルの割引交渉などに赴く
- c. 学生目線や日頃のバイトや遊びの中から、学生が交渉できる店舗などはないか。

2. 全体コース (案) (Walking Course) : 太海駅～城西国際大学観光学部～安房鴨川駅

3. 駅からハイキング実施日 (案) (The Date of the event) : 10 月 30 日 (日)

4. 懸案事項 (Issues)

(1) ルートの確認

- a. 太海駅からキャンパスまでのルート確認 (山道ではなく)。

(2) 周辺地域の情報収集について

- a. 太海駅周辺（大学、江澤館、うみの星、恵比寿、潮騒リゾート鴨川、その他）
- b. 鴨川松島周辺（一戦場公園、魚見塚展望台、旅館松島、その他）
- c. フィッシャリーナ鴨川、前原海岸周辺
- d. 安房鴨川駅周辺

(3) 周辺地域の情報収集の流れ

- a. 6月6日～6月26日：各グループで取り上げる箇所をピックアップ
- b. 6月下旬～7月中旬：取材の申し込み、随時、取材実施

※10月3日（月）までにすべての取材（写真撮り含む）を終了。

(4) 駅からハイキング実施日当日の大学での受入れ（もてなし、必要な書類など）

(5) 特典品の入手

5. 翌週について（About the next class）

- 6月13日（月）⇒6月20日（月）延期。まち歩き第2弾の実施

主な目的：太海駅から大学までのルート確認。一戦場公園、魚見塚展望台のルート確認、  
一年生へのまち歩き

- 集合時間：15:20、15:30 大学ロビー出発

- 持参品：メモの用意、歩きやすい服装、天候によって折りたたみ傘やレインコート

9) An example of minutes from one of the meetings (July 18<sup>th</sup> 2016)

観光プロジェクト b（Tourism Project b）議事録（Minutes）

1. 日時（Date of the meeting）2016 年 7 月 18 日（月） 4・5 限目

2. 場所（Place）B-101 教室

3. 出席（Attendance）石谷先生、佐々木、NGUYRN、沈、斉藤、大畑、藤田、LE、高橋、  
及川、HOAI、大鐘、小原、稲荷、梶川、阿部（記録）

欠席（Absence）大谷、赤山、蘇、横山、村松、米倉、

4. 議事内容（Agendas）

(1) 特典（◎が決定の案）

- ・クーポン券→お店と観光学部につながりがないと筋が通らないのでは？
- ・手作りマップ
- ・ガイドマップ

◎学生によるウォーキングマップ

◎鯛せんべい→1枚ずつ配る

1種 60枚：2,160円 4種 90枚：3,888円 （亀屋）

1人 100円・200円ずつ徴収？

特典は数量限定？どのくらいの数用意する？

(2) 告知

- ・当日食フェスタを開催していること
- ・食フェスの会場でかぼちゃサーフィンも体験できること