



Canadian Academy of
Travel & Tourism

Académie canadienne
du voyage et du tourisme



CASE STUDY:

Sustainable Tourism



Acknowledgements: **ALDO PAPONE CASE STUDY**

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PDF FILE #1

***Mount Robson Provincial Park – Sustainable Tourism Case Study”
- Case Study #4***

Accommodation	Food & Beverage	Transportation
Adventure Tourism	TOURISM SECTORS	Events & Conferences
Travel Trade	Tourism Services	Attractions

Learning Outcome # 1: Tourism Ambassador

An Academy graduate is able to cultivate a professional attitude that meets industry expectations, integrating knowledge and skills, required of tourism professional.

Learning Outcome # 2: Effective Communicator

The Academy graduate is able to communicate effectively in written, spoken and visual forms to meet the needs of tourism audiences.

Learning Outcome # 3: Critical Thinker

The Academy graduate is able to analyze and reframe travel and tourism information, ideas and concepts using a variety of formats.

Learning Outcome # 4: Technologically Literate

The Academy graduate is able to use a variety of technological tools appropriate and necessary to the performance of tourism tasks.

Learning Outcome # 5: Team Player

The Academy graduate is able to interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Learning Outcome #6: Problem Solver and Decision-Maker

The Academy graduate is able to evaluate the steps and processes used in problem solving and decision-making.

Learning Outcome #7: Information Processor, Organizer and Time Manager

The Academy graduate is able to collect organize and analyze relevant information from a variety of sources while managing the use of resources to achieve goals.

Learning Outcome # 8: Independent Worker

The Academy graduate is able to take responsibility for his or her own actions and decisions and make informed work-related decisions, within the context of formal legislation, company policies and practices.

Learning Outcome #9: Adaptable Worker

The Academy graduate is able to represent her or his skills, knowledge and experience realistically for personal and employment purposes, and adapt these skills to the changing workplace environment.

Learning Outcome #10: Business Systems User

The Academy graduate is able to use technology, instruments, tools and information systems effectively in a safe and competent manner.

PARTICIPANT ACTIVITY SHEET FOR CASE STUDY #4
MOUNT ROBSON PROVINCIAL PARK – SUSTAINABLE TOURISM CASE
STUDY

Assignment: Students will research and prepare a case study on sustainable tourism

Preparation:

Prior Knowledge and Skills:

Appendix A (Case Study #4):

- **How to Write a Case Study**

Appendix B (Case Study #4):

- **Mount Robson Provincial Park - Sustainable Tourism Case Study**

Materials/Resources:

Resource Tools:

- <http://whc.unesco.org>
- www.netamente.com
- See a list of resources in Appendix C (under Work Cited) and Appendix D

Appendix C (Case Study #4):

- **Presentation of Case Study #4 at Global Travel & Tourism Partnership (GTTP) Student Exchange Conference, Frankfurt, Germany, November 24-27, 2003**

Appendix D (Case Study #4):

- **Additional Resources for Case Study #4**

TEACHER NOTES FOR CASE STUDY #4 MOUNT ROBSON PROVINCIAL PARK – SUSTAINABLE TOURISM CASE STUDY

INTRODUCTION

British Columbia Provincial Parks are world renowned not only for their beautiful landscapes but also for the planning and commitment to conservation and management of natural resources. Mount Robson Provincial Park is British Columbia's second oldest and one of its largest provincial parks. Mount Robson commands respect as the highest peak in the Canadian Rockies. Its rugged wilderness is so spectacular that it has been included in the UNESCO Rocky Mountain World Heritage site. The *Monarch of the Canadian Rockies* has the same elite status as other UNESCO World Heritage sites such as the Great Pyramids of Egypt, the Serengeti Plains in Africa, and the Grand Canyon in the United States.

Mount Robson Provincial Park provides an excellent setting for our case study on sustainable tourism. The growing visitor use in Mount Robson Provincial Park illustrates the growing popularity of BC Parks. It provides for an excellent case study in the challenges that face the BC Parks system as it attempts to balance the goals for conservation and recreation use.

SPECIFIC OUTCOMES OF THE CASE STUDY

By the end of the lessons participants will be able to:

- Define sustainable tourism
- Identify the benefits of sustainable tourism
- Conduct various forms of research
- Identify challenges related to maintaining sustainable tourism
- Suggest strategies for resolving sustainable tourism problems

THE CASE CONTENT AND THE CURRICULUM

The material contained in this resource is designed for participants in the senior grades of Tourism programs at secondary schools. The classroom activities used can contribute to the development of the following skills in participants:

- Processing and organizing information
- Becoming effective communicators
- Investigating, interpreting and analyzing research material
- Making contact with key employees at a sustainable site
- Working as a team player
- Critical thinking, problem solving and decision making skills
- Using technology
- Representing the community as a tourism ambassador

CROSS-CURRICULAR LINKS

Preparing a case study on sustainable tourism has cross-curricular links to the following areas of study:

- *Biology*
- *Business Education*
- *Geography*
- *History*
- *Information Technology*
- *Adventure Tourism*
- *Physical Education*

HOW TO USE THIS RESOURCE

Using a case study is particularly valuable for organizing tourism activities as it provides an opportunity for participants to explore issues they may face in future careers.

Working in small groups, participants may discuss a set of questions, which focus on the general ideas presented in the case study. The questions should:

- Allow for open discussion and respect for other people's point of view
- Focus on a process for decision-making, problem solving and critical thinking
- Provide an opportunity for participants to examine issues from a local or real-life perspective

The second phase takes the ideas generated by the small groups to the whole class. This phase allows the teacher to guide and monitor the direction and depth of the discussion. Using the techniques of paraphrasing, interpreting and perhaps presenting carefully considered challenges; the teacher can encourage participants to extend their thinking and analyses.

In the final phase of the process participants will be given a chance to apply their knowledge. They will take an active role in determining the strategies to be implemented and will be able to choose the activities they feel will best demonstrate their knowledge and understanding of the key concepts.

FIELD STUDY PREPARATION

Field studies allow participants a chance to observe and investigate a real-life situation. The field study outlined in this case study has specific objectives to help focus the participant's learning experience and provide an opportunity to develop observational skills and higher level thinking processes.

Contact with the personnel or administration of the sustainable attraction, noting the information your group will be requesting, should be completed before visiting the site. This will assist in efficient gathering of the research information.

SUGGESTED TEACHING STRATEGIES

Indirect Instruction:	Problem Solving, Inquiry and Decision Making, Case Studies, Reflective Discussion
Interactive Instruction:	Brainstorming, Classroom Discussion, Cooperative Learning, Problem Solving, and Interviewing
Independent Study:	Debriefing, Research Project, Technology assisted

Experiential Learning: Community Service Project, Cooperative Education/
Work Placement, Connecting Canadians: student
exchange, information exchange, research, product
creation and discussion forum
Constructivist Learning: Activating Prior Knowledge, Acquiring Knowledge,
Understanding Knowledge, Using Knowledge
(designing brochures, presentation),
Reflecting on Learning

PARTICIPANT ACTIVITIES FOR CASE STUDY #4

- Working with another Academy School or a GTTP country doing a similar project in their community, plan an exchange through a simulation on the Internet (e-mail) or a real life travel exchange.
- Present the case study at a local, provincial, national, or international student conference, at a Chamber of Commerce meeting or at other appropriate events.

ASSESSMENT/EVALUATION (PERFORMANCE INDICATORS)

Decide on the skills that you want to evaluate. The following rubrics give a variety of competency skills for assessment:

- Case Study (Process) Rubric
- Research Report (Process) Rubric
- 6 Key Qualities in Assessing Writing Rubric
- Business Letter Rubric
- Oral Presentation Rubric
- Interview Rubric
- Independent Study Rubric
- Problem Solving Rubric
- Collaboration Rubric
- Written Report Rubric
- Presentation / Public Speaking (Process) Rubric



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Rubr
SCO

Student Name _____

Country _____

Title of Case Study _____

Se

Description of the criteria in quality terms:	Quality
<i>Research Phase</i>	
• selects the topic by narrowing the focus	
• locates sources (working bibliography library, internet, expert, interview, site visit etc.)	
• prepares reading/ resources	
• records some information	
Analysis Phase	
• organizes and places information all in one place	
• defines the purpose and question	
• formulates the final case problem in a few sentences	
• records all information to be used	
Writing Phase	
• prepares skeleton outline with basic headings (introduction, background, current status, impact, lessons learned)	
• prepares point-form outline under the basic headings	
• identifies areas in each heading	
- introduction – states the issue/ key issues/ problem	
- background – descriptive details	
- current status – statistics, government policy, stakeholders	
- impact – business opportunities/ ecom/ socio/culture/	
- lessons learned – including conclusion	
• documents sources of information	
<i>Rough Draft</i>	
• uses paragraphing	
• uses quotations	

Rubric: Case Study Report (Process) - cont'd.

	Quality
• drafts the introduction	
• drafts the body using appropriate headings	
• drafts the concluding summary	
• prepare conclusion so that encourages further reader discussion	
• uses tables, appendix or graphs	

• documents selected references	
• revises and edits	
Final Case Study	
• title page	
• prepares table of contents	
• offers pertinent illustrations; appendix	
• adds all revised headings and materials	
• prepared conclusion to engage further reader discussion	
• offers benchmarks or guidelines for further actions	
• document sources	
• offers clarification of special country's terms, cultural customs so case study could be used in another country	
Comments:	



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Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Quality	Se
Research		
• selects the topic		
• narrows the focus		
• locates sources (working bibliography)		
• defines the purpose/question		
• prepares reading		
• develops the working outline		
• gathers resources		
• records information		
Written/Oral Presentation		
• shapes the outlines		
• basic outline		
• skeleton outline		
• point-form outline		
Rough Draft		
• uses paragraphing		
• uses quotations		
• drafts the introduction		
• drafts the body		
• drafts the concluding summary		
• revises and edits		

Rubric: Research Report (Process) - cont'd.

Final Draft		
• title page		
• table of contents		
• illustrations		
• appendix		

• document sources	
• list sources	
Comments:	



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Student Name _____

Peer _____

Teacher/Facilitator _____

Rating Scale	Se
3.....2.....1 high low	

Description of the criteria in quality terms:	3	2	1	Quality	
Ideas & Content					
• Clear message	3	2	1		
• Hold readers attention	3	2	1		
• Ideas fresh and original	3	2	1		
<i>Organization</i>					
• Inviting introduction	3	2	1		
• Supporting details placed in a logical order	3	2	1		
• Reader moves easily through the text	3	2	1		
<i>Voice</i>					
• <i>Writer speaking directly to reader</i>	3	2	1		
• <i>Writer sensitive to the needs of an audience</i>	3	2	1		
• <i>Reader senses the person behind the words</i>	3	2	1		
<i>Word Choice</i>					
• Words chosen: specific and accurate	3	2	1		
• Use of lively verbs to energize the writing	3	2	1		
• Text free of jargon and cliches unless appropriate	3	2	1		
<i>Fluency</i>					
• Cadence and easy flow	3	2	1		
• Sentence structure that invites expressive oral reading	3	2	1		
• Sentences vary in length and structure	3	2	1		
<i>Conventions</i>					
• Grasps standard writing conventions i.e. grammar, punctuation,	3	2	1		

• Accurate punctuation	3	2	1		
• Correct spelling	3	2	1		
Comments:					



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Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Quality	Se
Uses Word Processing		
Heading		
• uses correct address format		
• uses date		
Inside Address		
• uses correct address format		
Greeting		
Body		
• uses paragraph style		
• accurate information		
Closing		
Signature		
Comments/Reflections: What did I learn? How did I learn? How will I improve?		



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Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale			Quality
	3.....2.....1			
	high		low	
Body Language				
• showed confidence	3	2	1	
• established eye contact with audience	3	2	1	
Voice and Projection				
• spoke with a pleasant, clear voice	3	2	1	
Introduction				
• captured the audience's interest	3	2	1	
Ending				
• strong and memorable	3	2	1	
• summed up the presentation	3	2	1	
Organization				
• used interesting visuals	3	2	1	
• involved the audience	3	2	1	
• used notes/cue cards	3	2	1	
• invited and answered questions from the audience	3	2	1	
• kept within time frame	3	2	1	
Comments:				



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Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale			Quality
	3.....2.....1 high low			
Habits:	3	2	1	
• arrived on time for interview	3	2	1	
• dressed and groomed properly	3	2	1	
• prepared for the interview	3	2	1	
Impression:	3	2	1	
• made a good first impression	3	2	1	
• polite and courteous at all times	3	2	1	
• appeared relaxed	3	2	1	
• use of good attending behaviours, such as eye contact, gestures, etc.	3	2	1	
• paid attention to statements and questions	3	2	1	
• answered questions correctly	3	2	1	
• talked	3	2	1	
- too little	3	2	1	
- just enough	3	2	1	
• asked questions to get information	3	2	1	
• made positive statements about his/her qualifications	3	2	1	
• spoke clearly	3	2	1	
Comments:				



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Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale			Quality
	3.....2.....1 high low			
Organizational Skills	3	2	1	
• applies creative/imaginative approaches	3	2	1	
Self-Discipline	3	2	1	
• works independently	3	2	1	
• seeks assistance as needed	3	2	1	
Presentation Skills	3	2	1	
• offers well organized presentations	3	2	1	
• demonstrates imaginative format	3	2	1	
Comments:				



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Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale			Quality
	3.....2.....1 high low			
Define:				
• Describe the problem	3	2	1	
• Identify resources, stakeholders, etc.	3	2	1	
List:				
• List possible strategies for solving the problem	3	2	1	
• Recognize accurately the limits or barriers of the problem	3	2	1	
• Generate possible alternatives	3	2	1	
Examine:				
• Examine the list of strategies	3	2	1	
• Identify pros & cons	3	2	1	
• Decide which strategy can be used	3	2	1	
• Compare your solution with others	3	2	1	
Implement:				
• Try out the best strategy	3	2	1	
Evaluate:				
• Examine the effectiveness of your decision	3	2	1	
• Try another strategy if your first choice doesn't work	3	2	1	
Comments:				



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Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale			Quality
	3 high	2	1 low	
Works towards group goals				
• committed to roles and responsibilities	3	2	1	
• follows through on group expectations	3	2	1	
Demonstrates interpersonal skills				
• is sensitive to feelings of others	3	2	1	
• participates in group discussions	3	2	1	
Contributes to group process				
• helps to identify changes and modifications	3	2	1	
• carries out changes	3	2	1	
Embraces opportunities to perform different group roles				
• is successful in being flexible within the group	3	2	1	
• is aware of own behaviour and adapts to change	3	2	1	
Comments/Reflections:				
What did I learn?				
How did I learn?				
How will I improve?				



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Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Quality
Title	
<ul style="list-style-type: none"> • capitalized and spelled out correctly 	
Report (Body)	
<ul style="list-style-type: none"> • introduction grabs the attention of the reader 	
<ul style="list-style-type: none"> • sticks to the main topic or theme 	
<ul style="list-style-type: none"> • includes own ideas and words - has a balance of factual information and human perspectives 	
Report (Mechanics)	
<ul style="list-style-type: none"> • 1 page (minimum) typed in paragraph style and sequential order 	
<ul style="list-style-type: none"> • correct spelling, grammar and punctuation 	
<ul style="list-style-type: none"> • author's name and date on report 	
<p>Comments:</p> <p>What did I learn? How did I learn? How will I improve?</p>	



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Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale			Quality
	3.....2.....1			
	high		low	
A. LOGOS	3	2	1	
• has well researched the topic	3	2	1	
• uses an extensive vocabulary	3	2	1	
• develops a composition of thoughts and ideas that flow	3	2	1	
• demonstrates creativity and/or imagination	3	2	1	
B. ETHOS	3	2	1	
• develops credible story	3	2	1	
• provides the audience with information appropriate for the	3	2	1	
• maintains audience interest	3	2	1	
C. PATHOS	3	2	1	
• moves the audience's feelings	3	2	1	
• establishes sincerity in the speech	3	2	1	
• speaks with conviction	3	2	1	
• speaks with confidence	3	2	1	
D. TECHNIQUE	3	2	1	
• speaks loudly	3	2	1	
• speaks with enthusiasm	3	2	1	
• speaks with confidence	3	2	1	
• uses a clear voice	3	2	1	
• articulates and enunciates well	3	2	1	
• pronounces words clearly	3	2	1	
• maintains eye contact with the audience	3	2	1	
• uses gestures appropriately	3	2	1	
• memorizes speech	3	2	1	
• uses complete sentences when answering questions	3	2	1	

• uses appropriate visual or other aids including body language	3	2	1	
• uses effective introduction and conclusion	3	2	1	
• chooses a good topic	3	2	1	
• uses proper cadence in delivery	3	2	1	
• answers questions spontaneously	3	2	1	

Comments:

The Case Study

- a) Students will need to understand case studies. The process for students to understand how the use of case studies can help them understand issues.
- b) Reminder: The case study is an in-depth study of a single case or of an organization on a given circumstance for the purpose of understanding it fully. Usually, study is necessary on many similar cases before a general theory or conclusion can be derived.
- c) Introduce examples of case studies and get your students to answer:
 - 1) How has the case study review helped bridge the understanding of social and economic situations of local, regional, national or international sustainable tourism issues? (Each case study issue is unique but has characteristics in common with others. The task is to discover the similarities while reorganizing the significance of their differences.)
 - 2) How are these case study initiatives good navigational charts in the evolution of sustainable tourism?
 - 3) If an independent project, get student to prepare a report answering the above two questions.

What Is a Case Study? (Compliments of Dr. Nancy Needham)

A case study is a puzzle that has to be solved. The first thing to remember about writing a case study is that the case should have a problem for the readers to solve. The case should have enough information in it that readers can understand what the problem is and, after thinking about it and analyzing the information, the readers should be able to come up with a proposed solution. Writing an interesting case study is a bit like writing a detective story. You want to keep your readers very interested in the situation.

A good case is more than just a description. It is information arranged in such a way that the reader is put in the same position as the case writer was at the beginning when he or she was faced with a new situation and asked to figure out what was going on. A description, on the other hand, arranges all the information, comes to conclusions, tells the reader everything, and the reader really doesn't have to work very hard.

When you write a case, here are some hints on how to do it so that your readers will be challenged, will "experience" the same things you did when you started your investigation, and will have enough information to come to some answers.

There are three basic steps in case writing: research, analysis, and the actual writing. You start with research, but even when you reach the writing stage you may find you need to go back and research even more information.

The Research Phase:

1. Library and Internet research. Find out what has been written before, and read the important articles about your case site. When you do this, you may find there is an existing problem that needs solving, or you may find that you have to come up an interesting idea that might or might not work at your case site. For example, your case study might be on a national park where there have been so many visitors that the park's eco-system is in danger. Then the case problem would be to figure out how to solve this so the park is protected, but tourists can still come. Or, you might find that your selected site doesn't have many tourists, and one reason is that there are no facilities. Then the case problem might be how to attract the right kind of businesses to come and build a restaurant or even a hotel -- all without ruining the park.

Once you have decided on the situation or issue you would like to cover in your case study (and you might have several issues, not just one), then you need to go to the site and talk to experts.

2. Interview people who know the place or the situation. Find knowledgeable people to interview -- they may be at the park itself or work in a government office or company that deals with the park. In addition to people who work in the park, talk to visitors.

When you are interviewing people, ask them questions that will help you understand their opinions, questions like the following:

"What is your impression of the park?"

"How do you feel about the situation?"

"What can you tell me about how the park (or the situation) developed?"

"What do you think should be different, if anything?"

You also need to ask questions that will give you facts that might not be available from an article, questions like:

"Would you tell me what happens here in a typical day?"

"What kind of statistics do you keep? May I have a copy?"

"How many businesses are involved in the park?"

When you ask a question that doesn't let someone answer with a "yes" or a "no" you usually get more information. What you are trying to do is get the person to tell you whatever it is that he or she knows and thinks -- even though you don't always know just what that is going to be before you ask the question. Then you can add these facts to your case. Remember that your readers can not go to your site, so you have to "bring it to them."

The Analysis Phase:

1. Put all the information in one place. Now you have collected a lot of information from people, from articles and books. You can't include it all. So, you need to think about how to sort through it, take out the excess, and arrange it so that the

situation at the case site will be understandable to your readers. Before you can do this, you have to put all the information together where you can see it and analyze what is going on.

2. Assign sections of material to different people. Each person or group should try to figure out what is really important, what is happening, and what a case reader would need to know in order to understand the situation. It may be useful, for example, to put all the information about visitors on one chart, or on a chart that shows visitors to two different parks throughout a year.
3. Try to formulate the case problem in a few sentences. When you do this, you may find that you need more information. Once you are satisfied with the way you have defined the problem you want your readers to think about, break the problem down into all its parts. Each one represents a piece of the puzzle that needs to be understood before the problem can be solved. Then spend some time discussing these with the others in your group.

For example, suppose:

- a. Your park doesn't have many visitors, but many people say they would like to be able to use the park if it had services
- b. There is unemployment in the village around the park,
- c. The park is big enough to be able to accommodate many more visitors, and
- d. The animals and plants in the park need to be protected from too many visitors
- e. The park is far away, but there are no places to eat or sleep in the park
- f. The government owns the park, but the government does not want to run either a restaurant or a hotel
- g. Current government policy says that private businesses cannot operate in the park.

How much information do people need to have in order to discuss items a. through g.?

One answer to "a." is that they need to know data about past numbers of visitors, and they need to know what evidence exists that more people want to visit the park but are discouraged from going there. Your evidence will come from the articles and statistics you have gathered, and from the interviews you have completed.

Once you have broken down the problem into pieces, you can analyze the information you now have and see if you can think about possible answers to each of the pieces. If you have enough information, then you can think about how to write the case study itself.

Writing the Case Study:

1. Describe the problem or case question you want the reader to solve. In a detective story, the crime happens right at the beginning and the detective has to put together the information to solve it for the rest of the story. In a case, you can start by raising a question. You can, for example, quote someone you interviewed. For example, suppose

you interviewed a park supervisor and she told you she thought more people should be able to use the park. Then you could write something like this,

ABC Park is located in the mountains of country X. The park supervisor, Mrs. Joan Smith, said that she thought "many more people should be able to use this park, but we don't have any place for them to eat or sleep and it's too far to travel in one day from the nearest city."

The case writers wondered what would have to happen to make the park more accessible.

Because you are the authors, you and your fellow students can write questions like this and set the stage for the rest of your case story. What your introduction does is give clues to the reader about what they should be thinking about.

Once you have told the reader what one person associated with the park thinks the problem is -- *how to make the park more accessible* -- you can give them the information they need to come to their own conclusions. And the trick is that, at the end, your readers will be asked to consider the even more basic question of whether there should be any change in the park at all.

2. Organize the sections of the case. You will probably need to organize your information under topics like the following:
 - a. Introduction to the problem
 - b. Background on the park -- where is it, how big, what climate, etc. -- this part should be a brief, overall description. Think about having 2 pages of written material, photos, or even a video, so that your readers can really get a feel for what the park looks like. Summarize the plant and animal life found in the park. What makes it special?
 - c. Visitors to the park -- you want to make the reader do some work, so you can say that the number of visitors to the park is shown on a table or chart you have compiled. You might want to include a chart that shows the number of visitors that come to another park that does have facilities. This will let your readers make some comparisons. If possible, include information you received when you talked to visitors in the park - what did they like, dislike? What did visitors think should happen to the park?
 - d. Government Policy -- include information about what government policy is with respect to this park. What is allowed, what is not allowed. Can policy be changed, and by whom?
 - e. Business Opportunities in the park -- you have already said there are not enough facilities for tourists. Well, now you need to provide information on what it might

cost to put a restaurant in the park. Suppose in one of your interviews, you talked to a businessperson who said that it would cost \$250,000 to put a snack bar in the park. You need to give your reader that information, but that's not all. You also have to provide some information about what a typical snack bar menu would have, how much the food would cost to make and sell, and what price the owner would have to put on each item so that the price would not be too high for people to pay. And your reader has to figure out how many people would have to eat in the park in order for the snack bar to make money. This is where the statistics come in. Are there enough people who visit the park now that the snack bar could expect to make money? How about the number of visitors to the other park -- what if that same number of people came. How would the snack bar do then?

- f. Potential employees in the park. You can't add facilities without adding people to staff them. Are there enough people in the local community to fill the new jobs that would be added? Do they have the right kind of education and training to fill those jobs, or would the snack bar owner, or the new hotel owner, have to train people, or bring people in from other locations? Could the local school system provide the necessary training?

You don't have to do all the calculations for the reader, but you need to do them yourself so that you know the reader will have enough information in the case to do them. For example, before you can decide whether a snack bar might be a good idea, you have to estimate whether you could get more visitors --and how many more. Can you match the number that go to the other park that has facilities? Or is your park so much farther to travel that you don't think that many more people would come. And just how many people have to use the snack bar in order for the owner to get back his \$250,000 investment and also make some profit to pay himself a salary? This kind of analysis is really looking at the question of what kind of business opportunities are there in your park. Would a souvenir shop be a good idea?

Did you do this kind of analysis before writing? If not, then you will have to stop and think some more. Maybe you will need to find more information before you can continue writing.

- g. Implications for Animal and Plant Life of Changes in the Park. Since you already know that more visitors will cause a change, an important factor to consider is what will be the impact on plants and animals. Some parks protect the plants by only letting visitors' walk on special paths and visitors cannot pick any flowers or plants. Others say visitors can't feed the animals, or park rules say visitors must hire a guide if they are going into the park. Whatever the situation in your park, you need to consider this question very carefully.

Other Sections of the Case Study:

Depending on the case you are researching and writing, the sections of the case will need to be organized so that each type of information is in its own section and understandable to the reader. You might not use all the sections described above, but certainly your case

study will need to consider the business and economic implications of tourists and the park, and equally important, the implications for plant and animal life. Tourism has economic implications and environmental implications. Good planning must take both into account.

Conclusion:

Your case will need a conclusion. Rather than putting in your answer in the case, leave the reader with some more questions. For example, you might have learned that a government policy that says, "*No private enterprise is allowed to do business in the park*" could be changed if there were a good argument for doing this. So you might conclude with a paragraph like this:

The park superintendent and the case writers discussed whether or not it would be a good idea to prepare a plan for park expansion. The plan could be used to show the government that a policy change to allow private enterprise would be a good idea. "Is there enough value in adding jobs in the village?" asked one of the case writers. Another said, "I think there is enough evidence that expansion would be the right thing to do." Still another case writer disagreed. What is your conclusion?

By ending your case on a question like this, you let your readers discuss the situation themselves. If you have written a good case, they will have enough information to understand the situation and have a lively class discussion.

The whole purpose of writing cases and sharing them with others is to share experience without all of us actually having to be in the same place. The trade-off between developing a park to make it more accessible to tourist so local jobs can be created and on the other hand protecting the environment from too many visitors is a question that faces more than one country. But how the trade-off is resolved can vary from country to country. One country's solution might be useful for another country to know. The way in which one park worked with business could be copied by another park.

Suggestions if Working with Another Country:

Making Sure Your Case Can Be Used in Another Country

Since different countries have different languages and cultures, you need to prepare a *Note for the Instructor* give additional background material that the teacher might need to know in order to help guide the student discussions.

It is often interesting to record any changes that actually occurred after or while the case was being researched and written. Once students have learned about a situation, they find it is very interesting to learn more. But this information should be separate from the case study so that it doesn't influence the class discussions.

If your case uses special terms, words, or refers to cultural customs that people in another country might not recognize, information about them should be put in the case (at the end in an appendix) or in the *Note for the Instructor*.