



TEACHING WITH CASES: IMPACT IN THE CLASSROOM

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Expectations



WHY?



WHAT?



HOW?



Describing Cases

- A weaving together of social facts and evidence-based sources
- A contextualized story, written through the lens of the case author and the case informants
- A teaching and learning tool
- A vehicle for animating theories and concepts

Why do we teach with cases?



It focuses student attention on an experience, problem, challenge, opportunity



It enables a layered-learning approach



It elicits a decision or a commitment to action



It's memorable

What makes for great cases?

- Complex problems
- Properties that shape complexity
 - Number of potentially interacting elements
 - Interdependency among elements
 - Degree of diversity among elements

Why write cases?

Infuse teaching with research

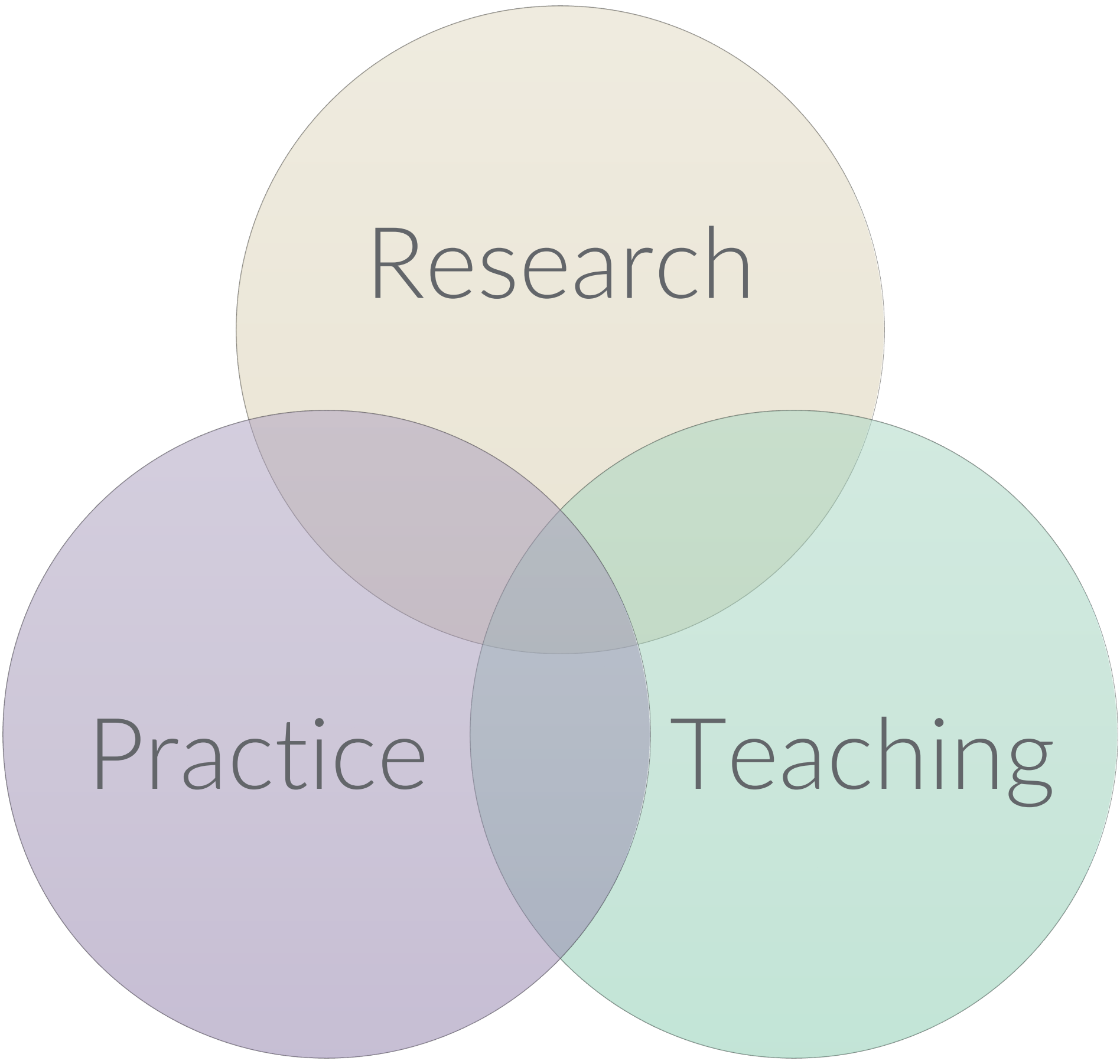
- Generate ideas for future research

Distill your research

Institutional rationales

- Build strategic partnerships
- Recognition, reward, promotion

Exercise: Your Triad



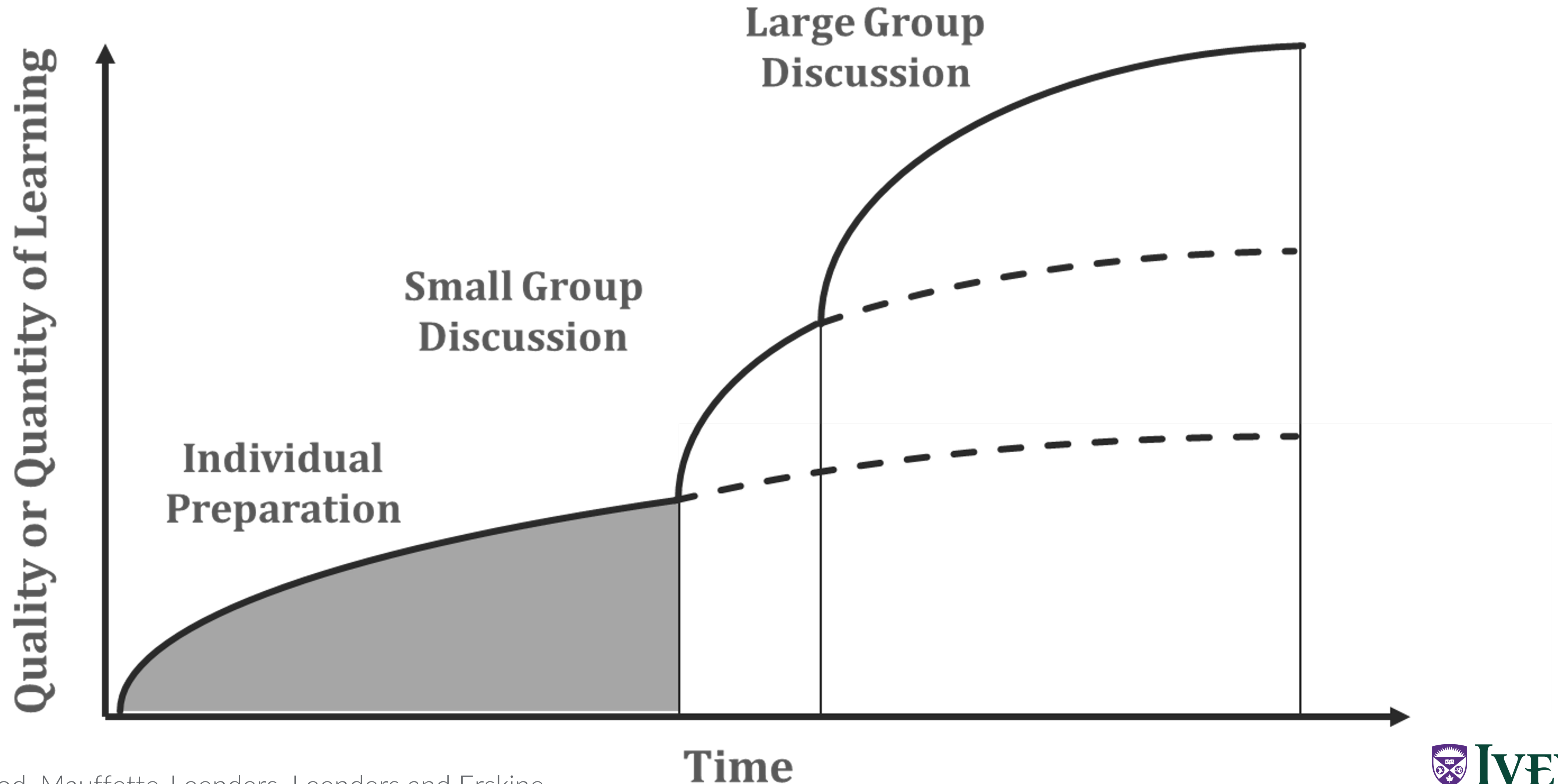
Plurality of positions

Case Teacher

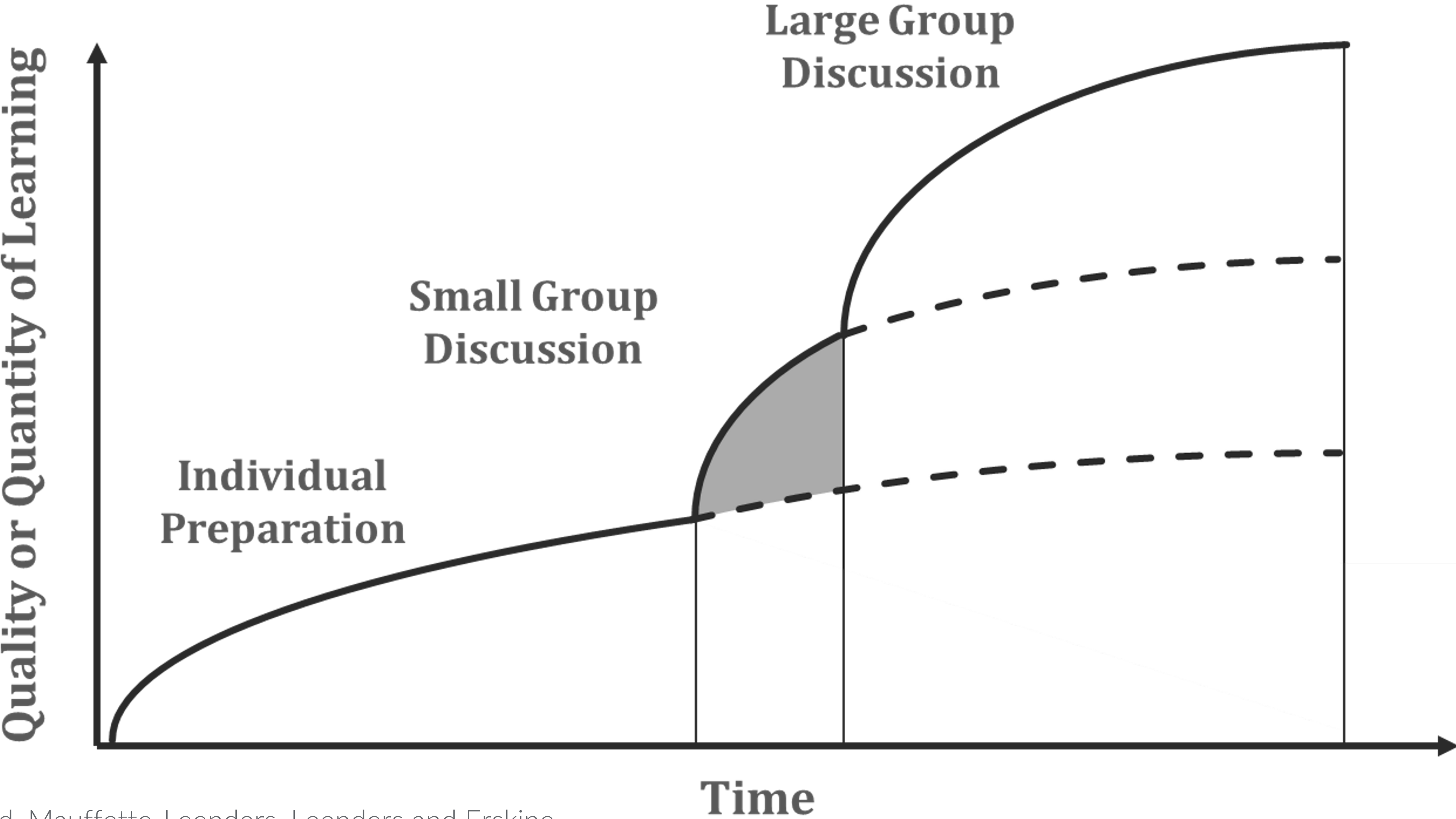
Case Learner

Case Writer

Individual Preparation

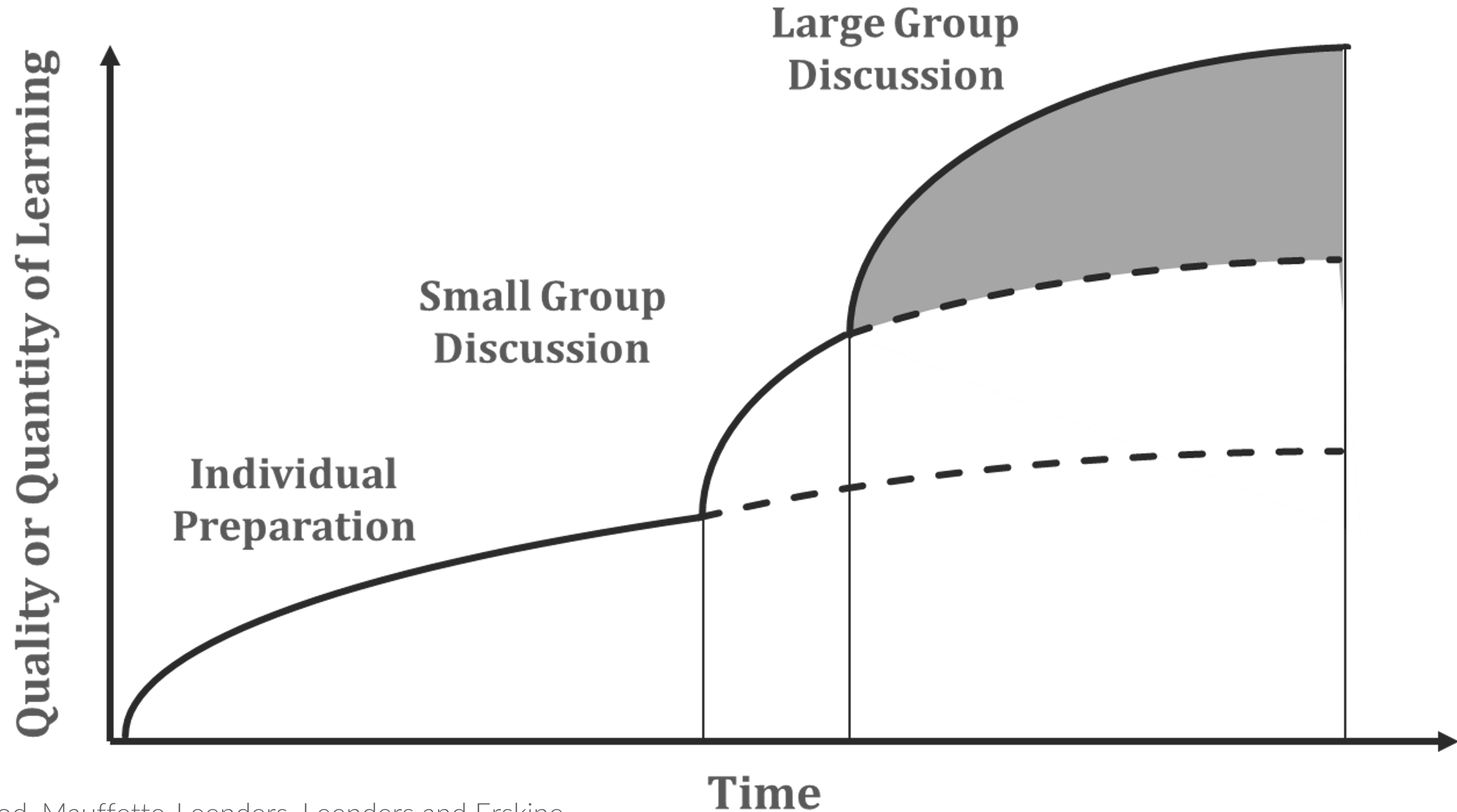


Small Group Discussion



Source: Wood, Mauffette-Leenders, Leenders and Erskine

Large Group Discussion



Case outline



OPENING

Introduces a protagonist and decision point

ORGANIZATION BACKGROUND

Provides history, industry, products, services, structure and competition

AREA OF INTEREST

Introduces context related to subject area

CASE DECISION

Explores the dilemma facing the protagonist

ALTERNATIVES

Modulates case difficulty

CONCLUSION

Restates decision with relevant tasks or deadlines

Opening Paragraph

- Acts as a “lens” to the case
- Focuses reader attention
- Can be...
 - Written quickly
 - Read quickly
 - Changed quickly
- The case writer should draft one before more work is done on the case
- Can be used to frame the outreach email (for interview-based cases)

Opening Paragraph

Lynda Kuhn, senior vice-president (VP) of Maple Leaf Foods (MLF), took a sip of her coffee as she thought about the question posed by Michael McCain, the long-time president and chief executive officer (CEO): “When we think about the impact of the food system on critical environmental and social issues, *is this the absolute best we can do?*”

Kuhn and all of the other senior management team seated around the table knew the question was not merely rhetorical. It was nearing the end of 2019, and McCain wanted to know whether MLF was doing everything possible to become a sustainable enterprise. Kuhn wasn't surprised by the question. She had worked with McCain for more than 15 years, and she knew it was his style to regularly challenge his leaders.

Checklist

The opening paragraph identifies critical case information:

- Decision maker – name and position (**who**)
- The decision, issue, problem or opportunity (**what**)
- Name of the organization and location (**where**)
- Time/date in the case (**when**)
 - Timeframe for making a decision
- Provocation/event that triggered the decision point (**why**)

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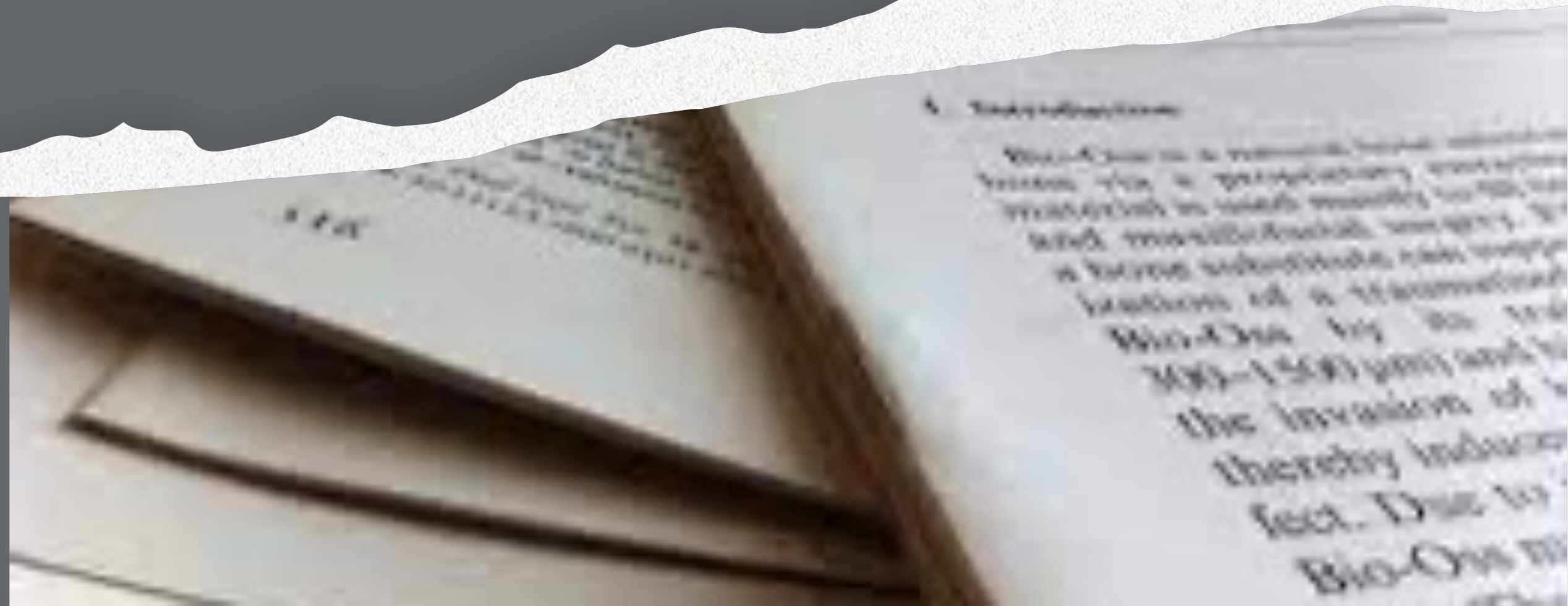
Sam Altman @sama · Dec 10

ChatGPT is incredibly limited, but good enough at some things to create a misleading impression of greatness.

it's a mistake to be relying on it for anything important right now. it's a preview of progress; we have lots of work to do on robustness and truthfulness.

807 3,530 26.1K

Sources of Inspiration



Opening Paragraph Activity

Who

What

Where

When

Why

Teaching Note

- The Teaching Note is the opportunity to make an impact on teaching communities elsewhere
- Teaching notes are a quality control tool
 - Should be written in parallel with the case
 - Provides assurance that the necessary data is available in the case for the students to address the assignment questions
 - Ensures your case is complete
- Teaching notes further contextualize cases; and aids in its generalizability



Ivey

THANK YOU!

