

Case Studies as a Teaching Tool in Management Education

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The Case Study: Much More Than Just Another Story	1
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Joseph Brady, SBS Swiss Business School, Switzerland

Today's complex and global corporate environment requires business students to enter the workplace with more diverse skills and the ability to make useful decisions in their careers. The old adage of speaking "to" students in a classroom through straight lecturing is becoming less relevant in today's dynamic world. Rather, students must be engaged in the classroom and educators should provide the opportunity to enhance their decision making skills through real world problem solving. One way to do this is through the methods of active teaching and the utilization of case studies. Case studies are a story, or a narrative, that can induce higher critical thinking and engagement in the classroom and can prepare students for their careers by helping them make real world decisions in a simulated environment. This chapter focuses on the fundamental differences between traditional, lecture-based teaching and the importance of active learning in higher education.

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The Pedagogic Possibilities of Student-Generated Case Studies: Moving through the Looking Glass.....	15
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David Starr-Glass, University of New York in Prague, Czech Republic & SUNY Empire State College – Prague, Czech Republic

In management and other business-related studies, case studies have become popular and ubiquitous. Case studies certainly provide significant opportunities for learners and instructors; however, the possibilities of case studies are often not fully utilized. Under-utilization of the case study becomes particularly apparent when students generate their own cases, which are often narrowly focused and constrained by a logic that understands the case as simply an exemplification of existing theory. This chapter advocates that undergraduate exposure to case work should be more expansive, incorporate greater complexity, and explore the possibilities of critically challenging old theories and of generating new ones. It is argued that this teaching approach gives learners a richer appreciation of the case study, introduces them to the challenges and methodology of case construction, and provides them with greater competency in using and in generating case studies in their learning and professional lives.

Chapter 3

Case Study Method in Simulation Game Design and Teaching	37
<i>Marcin Wardaszko, Kozminski University, Poland</i>	

Case studies and simulation games have a lot in common. In this chapter, the author analyses the commonalities of case studies and simulation games in three different aspects. The first aspect is the use of simulation games as case study based simulation games for teaching and learning, which are essential parts of simulation and gaming. The second aspect is designing case-study-based simulation games for educational purposes. The third aspect is using case-study-based simulation games in organisational development to increase the effectiveness of organisations and cultural changes. In order to help to design the appropriate learning experience, the author proposes a new game classification related to rule rigidity and win-state conditions, which will help the designers in their task of designing the proper case-study-based simulation game.

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A Living 'CCC'ase Study: A Business Focused Action-Learning Project	61
<i>Donna M. Velliaris, University of South Australia, Australia</i>	
<i>Janine M. Pierce, University of South Australia, Australia</i>	

This chapter describes the Coglein Clothing Company (CCC), the focus of a multidisciplinary Live/Living Case Study (LCS) that was developed and introduced at the Eynesbury Institute of Business and Technology (EIBT) between 2010-2013. The LCS methodology endeavoured to address educational obstacles that had arisen from EIBT's international student population for whom it was first designed, but were typical problems of 'business education' in general. This work begins by attending to issues such as: generalised problems of the education-experience business-related gap; the benefits of integrating more than one business discipline; the difficulties of handling various and conflicting sources of information; and the indispensability of action learning for deeper comprehension. A LCS was integrated across eight separate courses, including one titled 'Management Principles'. The relevant literature is presented, followed by a discussion of the value of LCSs for acculturating (international) students to 'real-life' business scenarios.

Chapter 5

Resolving the Magic Cube of Effective Case Teaching: Benchmarking Case Teaching Practices in Emerging Markets – Insights from the Central European University Business School, Hungary	79
<i>Zoltan Buzady, Central European University Business School, Hungary</i>	

This chapter contribution has three major aims: First, to present a benchmark of current practices of teaching with case studies in order to inform fellow scholars, who are generally interested in this particular pedagogical approach and to help those readers, who already apply case studies in their academic teaching or vocational trainings within business and management sciences. Second, to provide some help to fellow case teachers by describing concrete examples, to offer a benchmark, and to formulate advices relevant to case-based teaching. Certain sections make explicit reference to particularities or interesting trends of case-based teaching practices which are different in the CEE region and in other emerging markets. Third, to outline a new, emerging trend of participant-centered learning methods, that of serious games as a tool for leadership and management development.

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Development of Knowledge and Skills with Case Method 104

Kaja Prystupa, Kozminski University, Poland

Omar Luethi, HSO, Switzerland

The aim of this chapter is to analyze the application of two different variations of the case study method at different levels of education programs in reference to the development of knowledge and skills. Based on theoretical foundations the authors share good practices of their own experience as educators at HSO Business School in Switzerland and Koźmiński University in Poland. Both institutions face different challenges created by different institutional settings. These reach from pre-experienced undergraduate and graduate student group in a traditional University setting in Poland to part-time students with several years of work experience in higher vocational education in Switzerland.

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Combining Case Teaching and Case Writing Creatively 121

Urs Müller, ESMT European School of Management and Technology, Germany

Martin Kupp, ESCP, France

In this chapter, the authors propose that not only do case teaching and case writing belong together, they can also support and inform each other in many ways. The authors highlight the fact that case teaching and case writing are not two separate and independent tasks, and therefore they should be combined continually in new and creative ways. Although it is obvious that it does not make a lot of sense to write cases without there being a teaching need, the authors argue that educators can start teaching the case even before writing it, and by doing so improve their writing. Many examples are given on how case teaching can be used for case writing, and vice versa.

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The Application of the Learning Sciences to the Design of Business Education Cases 141

Michael D. Hamlin, Touro University Worldwide, USA

Business education is education for practice and thus, requires a systematic and integrative approach that will guide students toward becoming reflective practitioners. Case-based education is an important tool that can provide the educational experiences that produce effective practitioners but only if its use is guided by a sound theoretical and research based framework. Research and theory from the learning sciences can guide case-based instructional practices. This chapter will provide a framework for the design of case-based instruction that incorporates teaching and learning affordances derived from the theory of situated learning and cognition. If the educational goal is to produce business practitioners with the skills and knowledge necessary to operate successfully in today's global business environment, business education needs to be prepared to incorporate theoretical perspectives derived from learning sciences research into case-based education.

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Management Methodology: Crafting Creative Case Studies to Capture Concepts and Contexts for Course Clarity 169

Janine M. Pierce, University of South Australia, Australia

Donna M. Velliaris, University of South Australia, Australia

This chapter overviews the rationale and methodology underpinning the implementation of two ‘purpose written’ case studies delivered within two separate undergraduate Management courses. Finding suitable pre-existing Management-related case studies for different student cohorts can be difficult and time consuming, and may only partially align with the learning objectives. Writing one’s own case studies to meet the learning objectives of courses is viewed by the writers as a proactive strategy to redress this gap. It is advantageous that the case study author enables students to apply diagnostic skills in diverse situations that may range from simple to complex, and to ensure that students are drawing on theoretical underpinnings from their Management coursework. This chapter further presents on how to develop in students the ability to shift from being a reactive learner to examining a case proactively through a strategic managerial lens for diagnosing and solving problems.

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“Case Writing Canvas”: A Simple Tool for Managing Complexities of Case-Development Process 189

Tomasz Olejniczak, Kozminski University, Poland

The popularity of case-study methods in business education is constantly growing. Consequently, there is an increasing demand for publications concerning case writing and teaching, which helps business educators develop their own case studies that fit their local context. However the process of case development remains a kind of ‘black-box’ process that requires a combination of diverse perspectives, including theory, writing, and teaching. The aim of this chapter is to review some of the most popular case-development tools and present an idea for a new comprehensive tool, i.e. ‘Case Writing Canvas’. This chapter presents this tool using an example of an actual case, and discusses its usefulness in the context of existing tools, as well as its advantages observed when used for business education in Central and Eastern Europe.

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Writing a Case Study: Research Design 208

Anna Pikos, Kozminski University, Poland

The case method is a pedagogical tool that allows students to achieve their learning objectives through active discussion. A case study presenting a real event also allows students to link the theory to the practice. Readers learn from analysis, discussion, providing solutions, and recommendations. The case study is a form of research. And case writers are much like anthropologists who preserve the event so that others can learn what happened. There are several sources that can be used to write a case. The aim of this chapter is to present various ways of gathering data for case writing. The author also discusses the possibilities of gaining access to companies’ data, which is challenge in Central and Eastern Europe.

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Best Practices for Writing Case Studies.....	222
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Justyna Starostka, Kozminski University, Poland

Bartłomiej Kurzyk, University of Lodz, Poland

The main aim of this chapter is to provide the reader with knowledge about best practices in writing case studies. Case studies are now widely used in many areas of education. Our special focus of this chapter is on business case studies, specifically developed for business school students. Such cases were popularized by Harvard Business School, where this is the main form of teaching. However popular in the teaching process, writing case studies can pose significant challenges, especially to first-time case writers. This chapter aims to address those challenges that may occur while developing a case study and to provide the reader knowledge about the best practices in writing case studies. The authors believe that this material can be useful for both experienced case study writers and those with no practice or prior experience. This chapter contains three sections. The first part is focused on the case study development process, covering four stages: strategic decisions, research, writing, testing and refining. The second section aims to present practical aspects of writing a good case study and best practices for case study content and the main elements of case study structure. The third section is focused on a teaching note in the case study development process. In the appendix the authors present the checklist for developing a good case study that can be helpful tool in the development process.

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Marcin Awdziej, Kozminski University, Poland

The traditional published case studies have been successfully used in marketing education for decades. However, recent changes in marketing practice, prompted by disruptive changes in the marketplace, highlight their shortcomings as an educational instrument. To remain relevant and deliver the desired learning outcomes, new or modified approaches to case-study teaching might be necessary. This chapter is structured as follows: first, the changes in business environment and their impact on marketing education is discussed. Second, the advantages and shortcomings of the traditional published case study as an educational instrument in marketing are presented. Third, new approaches to case study are critically evaluated. These are live case, participative case writing, and web-based cases.

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Elona Garo, University of Tirana, Albania

The gap between skills that students learn in the schools and the ones required by the market is still huge. Business school should create effective programs. Teaching methods which allow students to explore business issues and to learn and study from their experiences are very important if we want to increase student confidence. One of the central elements is the experience gained by practicing real cases and by addressing successfully the situation at hand. Business educators must play the role of facilitators who provide a proper environment to students to get the real experience, to reflect on it and apply in coming future. The right business curricula and pedagogy to provide it successfully are key elements to an effective business education.

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Case-Based Teaching in Short-Term Management Development Programs: Opportunities and Challenges.....	278
<i>Pavel Lebedev, IEDC Bled School of Management, Slovenia</i>	

In this chapter the author discusses how and when cases should be used or not, during short-term educational programs, either company tailored or open enrollment, and designed for midlevel and executive level managers. Reflecting on personal experiences of case-based teaching in short-term programs, the author shares two cases. One was an extremely successful integration of an extensive Harvard Business School case study into a company-tailored executive educational program conducted for a leading Russian insurance company, with about 200 participants (branch general managers who were leading teams of about 1000 employees and branch HR managers). The other was a contrasting story of failure. The cases are supplemented with reflections and summaries of lessons learned, along with frameworks for successful planning and delivery of case-based short-term educational programs.

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