

CASE STUDIES AND MANAGEMENT TEACHING-A DEVELOPMENTAL APPROACH

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“In learning you will teach, and in teaching you will learn”

ABSTRACT

Management education is mainly aimed at developing managerial skills in students. Amongst the various methods adopted in teaching management and management functions, the case study method developed in 1910 in U.S.A. is providing opportunities to both the teacher and the taught to promote understanding and competence. Case methodology of teaching helps in contemplation and discussion of an actual situation. It is a wrong notion that the case studies are confined to management students alone. Cases may pertain to any discipline, where skills for solving complex unstructured problems or preparing plans are required. Cases may describe problems faced by individuals, groups, institutions or even nations. Case methodology still remains the foundation for teaching and learning. By studying and examining actual cases, students develop better insight as to how organisations reach conclusions. This method of study and analysis is seen as an effective way to train young business leaders to consider facts and present them more efficiently.

KEYWORDS: *Case methodology, Management education, Management functions*

1.1. Case Methodology- An Insight

Management education is mainly aimed at developing managerial skills in students. Amongst the various methods adopted in teaching management and management functions, the case study method developed in 1910 in U.S.A. is providing opportunities to both the teacher and the taught to promote understanding and competence. Case methodology of teaching helps in contemplation and discussion of an actual situation. It is a wrong notion that the case studies are confined to management students alone. Cases may pertain to any discipline, where skills for solving complex unstructured problems or preparing plans are required. Cases may describe problems faced by individuals, groups, institutions or even nations. Case methodology still remains the foundation for teaching and learning. By studying and examining actual cases, students develop better insight as to how organisations reach conclusions. This method of study and analysis is seen as an effective way to train young business leaders to consider facts and present them more efficiently.

2.1. Review of Literature

James(2016) with a view to examine the teaching of library graduate students in an introductory course on the foundations of librarianship. To examine the specific skill of developing an ethical foundation in their future profession of librarianship, an examination is offered here using a multiple-step teaching strategy, introducing specific instructional materials, including a model of assessing ethics and a proposed integration of research skills with problem-based learning (PBL) as the suggested teaching delivery. As the experience proved to provide positive outcomes for student learning, the paper provides not only this operational examination but also the theoretical justification for further adaptation and usage

of PBL as a teaching method in library and information science (LIS) education. This research project focused on exploring a new way of exploring the teaching of ethical behaviors in the library profession by examining real-world examples of ethics in trade news sources. It was therefore determined that the best strategy was to design a teaching activity that assists students in learning two sets of skills: information-seeking behavior and developing ethical boundaries and standards that a librarian would use in professional practice.

Pavel & Andre (2008) with a purpose to encourage consideration of the multiple factors affecting dual use of case studies for both research and teaching, and conversion between the two types; to encourage development of a case transformation protocol to add rigor to this process. Noting that insularity diminishes the potential contribution of the research underlying either teaching or research cases, this paper advocates establishment of more formalized conversion approaches. Dual use of case studies can provide economies of scale for academics, conserving time, effort, and funding, but involving greater care and advance consideration of the implications of differences between teaching and research cases. By highlighting key issues and proposing solutions, this paper advances understanding of the potential for transformation of cases and the importance of advance consideration of their purpose(s).

Kavous (2006) with an objective to see how educational philosophies that underlie lecture and case methods of teaching are related to how faculty perform their teaching, research, and service. This paper is based on the premise that foundational philosophies, worldviews or paradigms underlie educational philosophies, and each educational philosophy favors a certain instructional methodology, which in turn implies a certain way or method of instruction. The findings of this paper are that each educational philosophy favors a certain instructional methodology, which in turn determines not only the way that the instruction is performed but also how faculty perform their teaching, research, and service. This paper implies that differences between the underlying world views of lecture and case methods of teaching similarly lead to differences in many other aspects of the teaching and learning process. This paper implies that, in practice, faculty would perform their teaching, research, and service in a more consistent manner if they become consciously aware of the underlying philosophy of their teaching method. The original contribution of this paper is that it shows how in a systematic manner the differences in teaching philosophy lead to differences in what faculty do in all areas of their activities: teaching, research, and service.

3.1. Need for the Study

In Case Method Teaching, students review a real-world situation (a case) that poses a thought-provoking problem or dilemma. Students are placed in the role of decision maker and asked how they would resolve the problem. The real-life nature of cases brings interest and relevance to the application of abstract concepts and theory in practice. Students have to sort out and analyze data presented in the case, consider relevant theory, draw conclusions, and present solutions. Through teamwork and whole-class discussion, collaborative learning plays a large role in uncovering different solutions, understanding the pros and cons of each, and weighing benefits. First used in the professions, especially business, case method teaching is now widespread across disciplines. Case libraries have grown, and cases may be presented in a variety of media. Now, as online learning grows, educators are exploring case-based learning in online environments.

4.1. Objectives of the Study

- To understand the concept of case methodology in teaching management subjects
- To analyse the benefits of case study teaching
- To highlight the problems faced in administering case studies in classroom

5.1. Case-A Prelude

A case is a written description of an enterprise such as business, industry, a hospital or an arts organisation. A case usually contains information about numerous facts of the enterprise, its history, external environment and internal operation. It presents an account of what happened to a business or industry over a number of years. It chronicles the events that managers had to deal with, such as changes in the competitive environment and charts the response of the managers.

6.1. Why Case Study

Cases provide value to the students and for several reasons preferred in management education.

- The learning in case method is involvement oriented
- It is a participative, discussion and experiential process
- Easier retention of knowledge
- It leads to self education and self development of students
- It encourages personal review of private values and attitudes
- It helps to supplement concepts and theories found in text books
- It provides an inductive basis for arriving at conclusions
- It develops the power of self expression amongst students

7.1. Teaching with Cases

Cases rely almost exclusively upon discussion to elicit diverse ideas, experiences and views about case material. Cases allow my students to explore actual decisions made by companies. The case presents an account of what happened to a business or industry over a period of time. Cases provide students with the experience of organizational problems they have not yet had the opportunity to experience first-hand. In a relatively short period of time, the students will have the chance to appreciate and analyse problems faced by different companies and to understand how managers attempt to resolve them. Cases also illustrate underlying business theories.

8.1. Preparation for Case Discussions

To prepare a case analysis, the students are instructed to read the case several times before a classroom discussion.

- The students should be made to read the case to get a general idea about the problem, the players in the case, the level of decision and the type of company or industry presented.
- As a next step the students will be asked to look for deeper problems and issues and try to differentiate symptoms from real case problems.
- Students are encouraged to conduct an in depth analysis about the company by locating articles about the company at the time the case situation occurred.
- The students will be instructed to conduct a financial analysis of the company that might include ratio analysis or competitor research
- The students are further encouraged to discuss assigned cases in small groups or study teams before class. These teams may develop potential alternatives to solve the problems and ensure each member has considered the relevant facts in the case.

9.1. Case Administration in Class

Class discussion occurs in either one large group or several smaller groups. In these groups, participants decide on the solution(s) and the proper course of implementation. They also consider the time frame for implementation as well as evaluation and success measures. Class members critique the various viable alternatives that are presented. The class is then presented with what the company under study actually did to solve the problem.

10.1. Case Methodology-Challenges Faced

A lot of time and thought is often required to develop a case study. It requires proper preparation and training on the part of the facilitator to lead the cases and help the students to inculcate the skills of analyzing the cases. Sometimes, certain cases lack realism in one final aspect, i.e. implementation of the decision

11.1. Conclusion

The case method becomes an effective teaching device when students are encouraged to analyze the data presented and to formulate their own set of recommendations. Preparation and presentation and discussion of case studies help students to improve their skills at oral and written expression. This method also provides an easy way for students to learn about current business practices and methods. The development of the analytical ability and judgement is the most valuable and lasting benefit derived from the case method.

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