Learning Through The Case Method

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Learning Through The Case Method

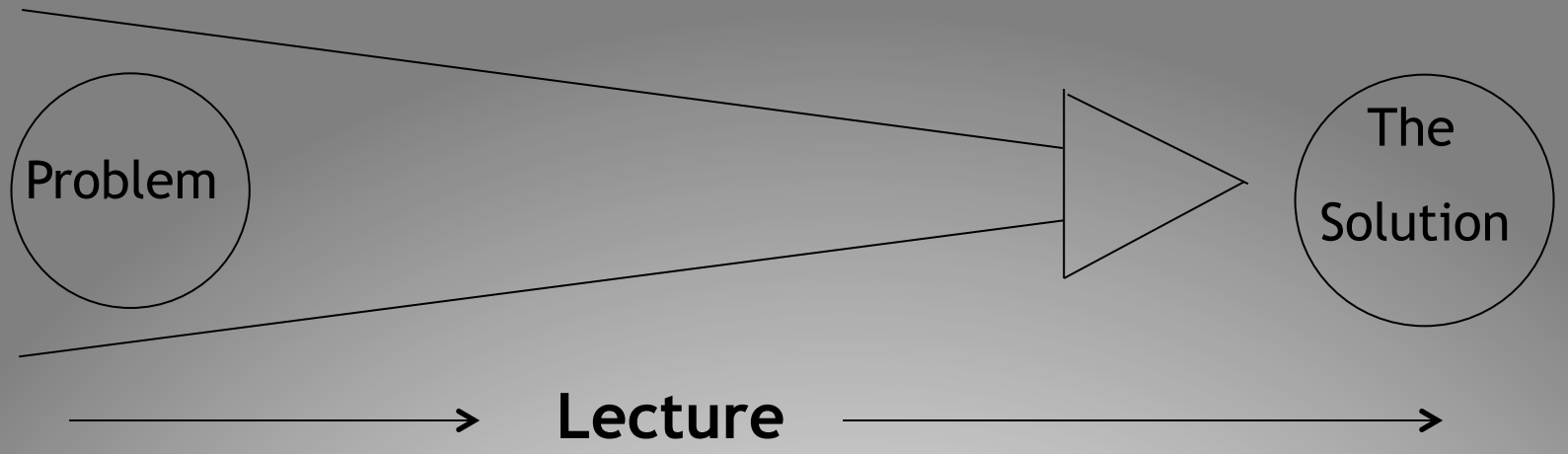
- What is the Case Method?
- Why the Case Method?
- How to handle cases?
  - Before class
    - The Executive Summary
  - During class
  - After class
- Practice Case
  - In-Class
  - In Groups
    - Individual preparation
    - Group discussion
    - Class discussion
- Conclusion

What is the Case Method?

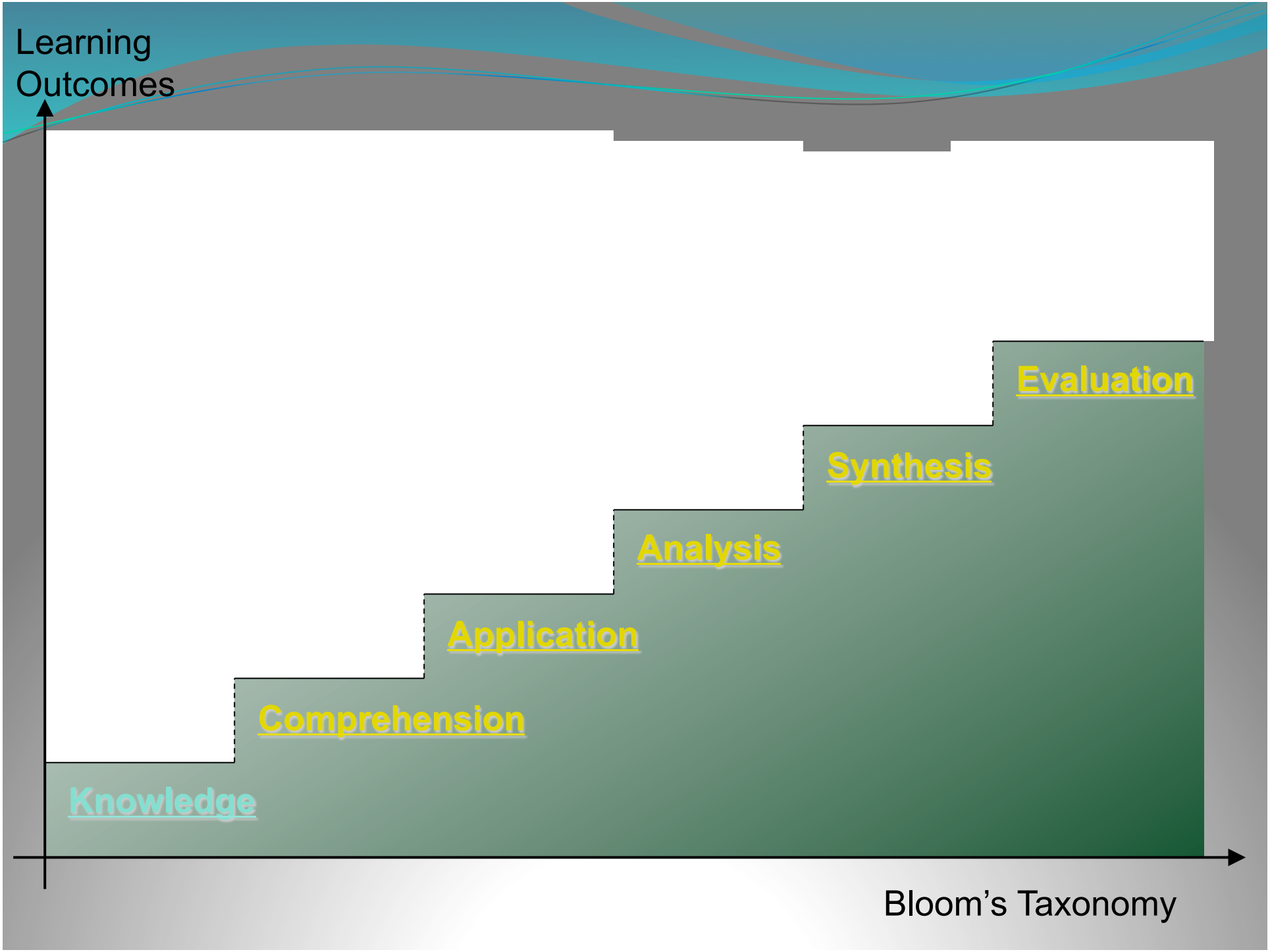
- A description of an actual situation,
- commonly involving a decision or a problem,
- normally written from the viewpoint of the decision maker involved,
- which allows the student to step figuratively into the shoes of the decision maker or problem solver[1].

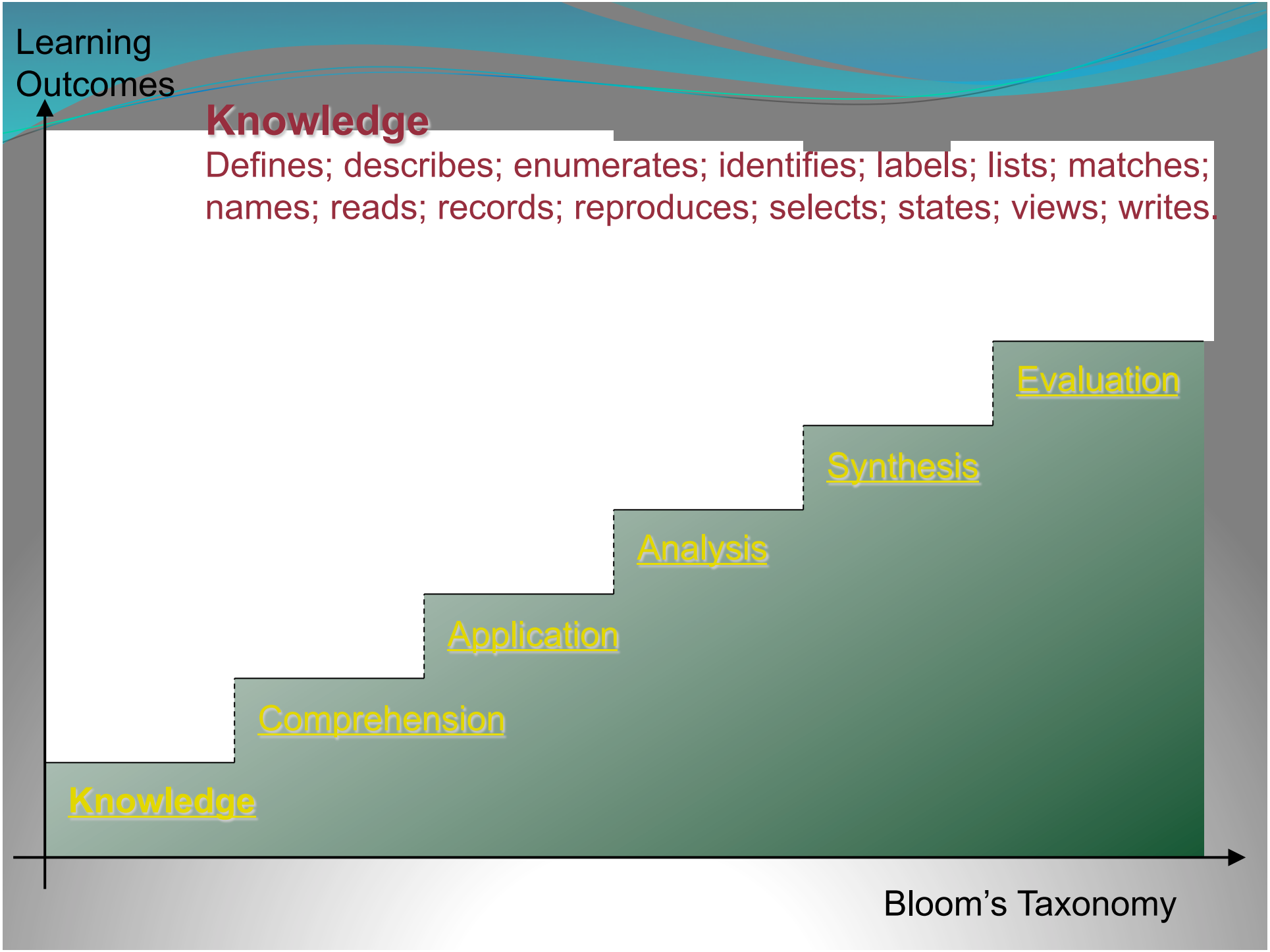
[1] *Teaching With Cases*, Erskine, James A. et al., Research and Publications Division, School of Business Administration, The University of Western Ontario, 1981.

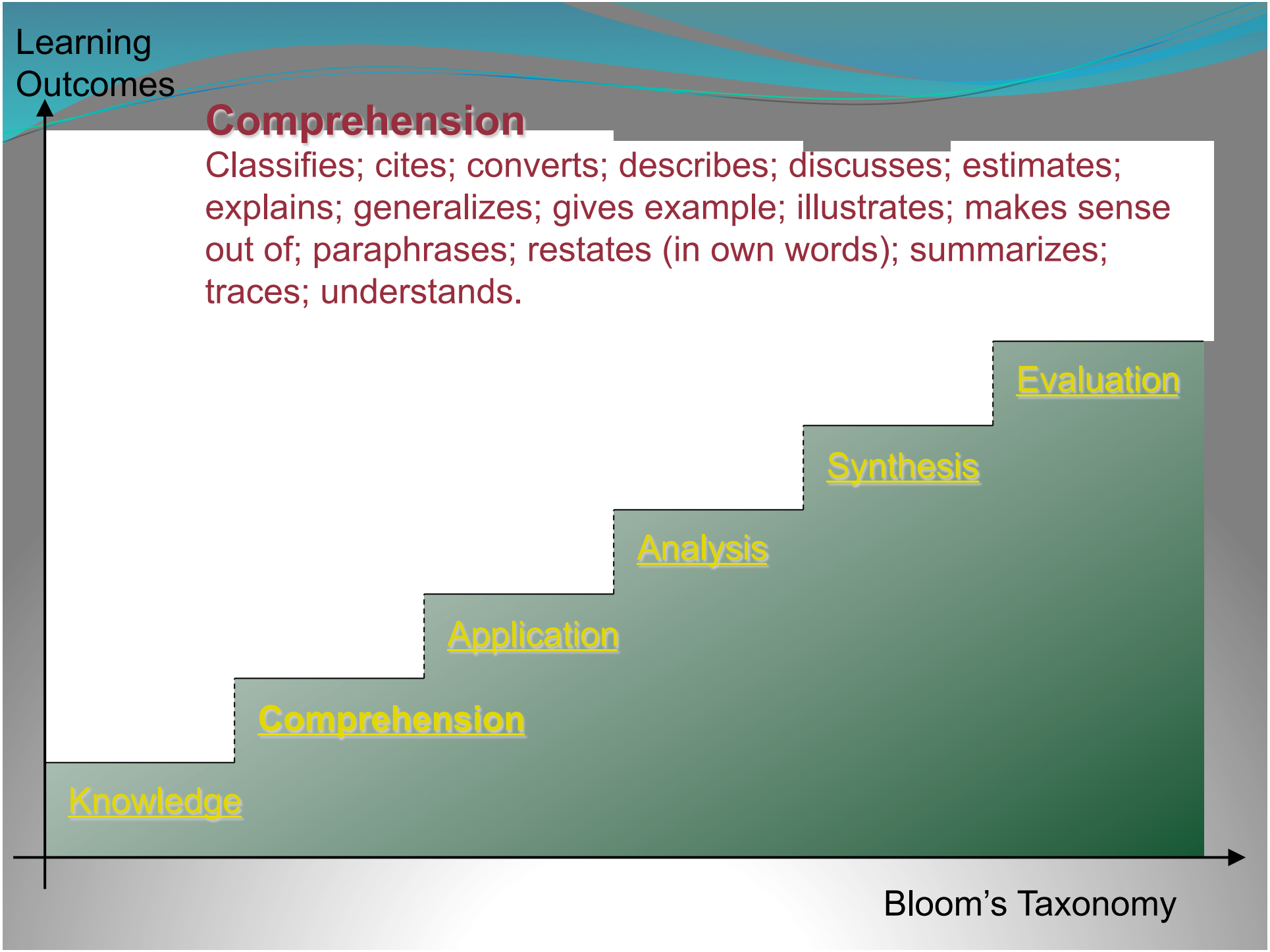
Highly Structured Learning Material

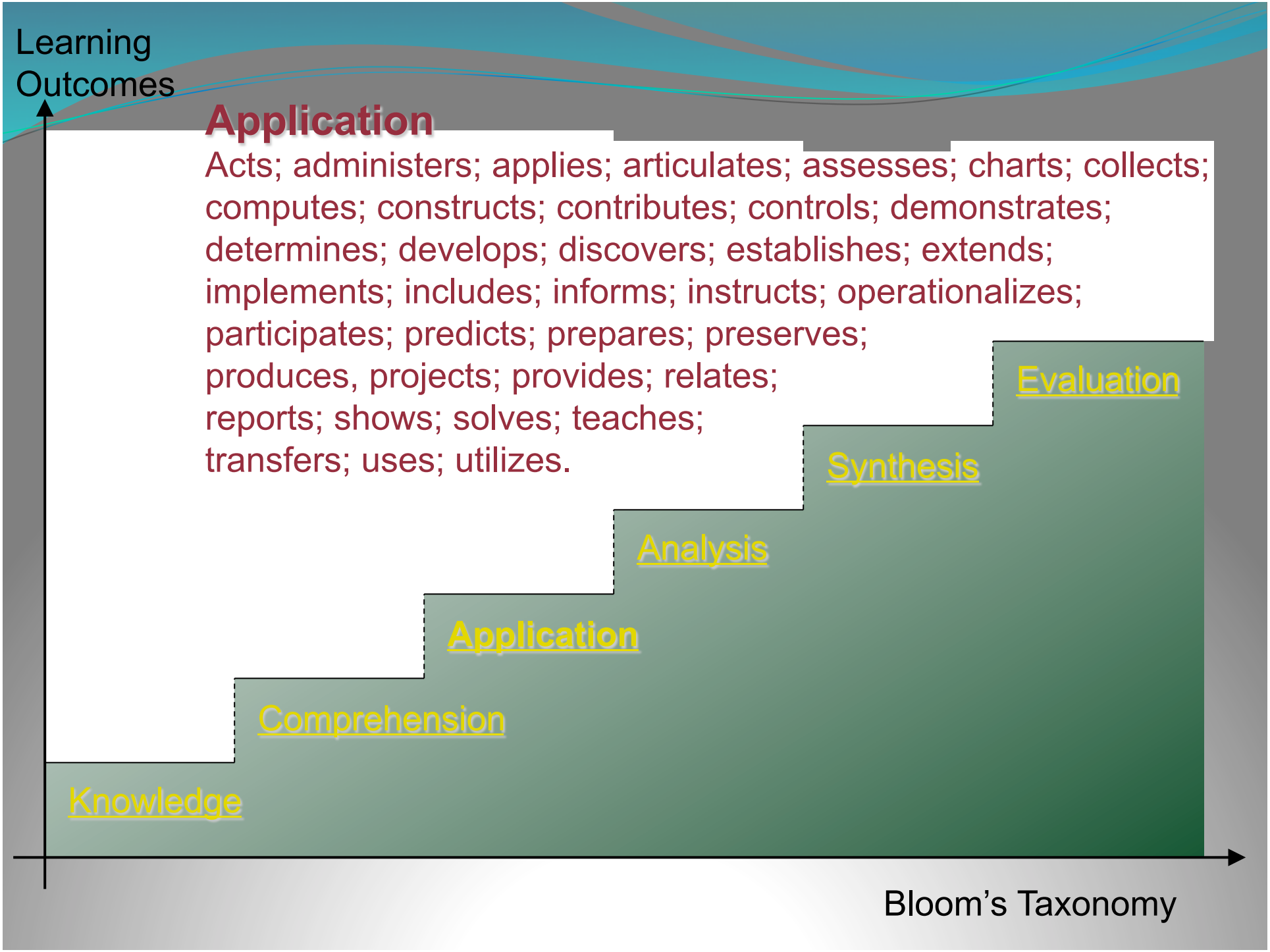


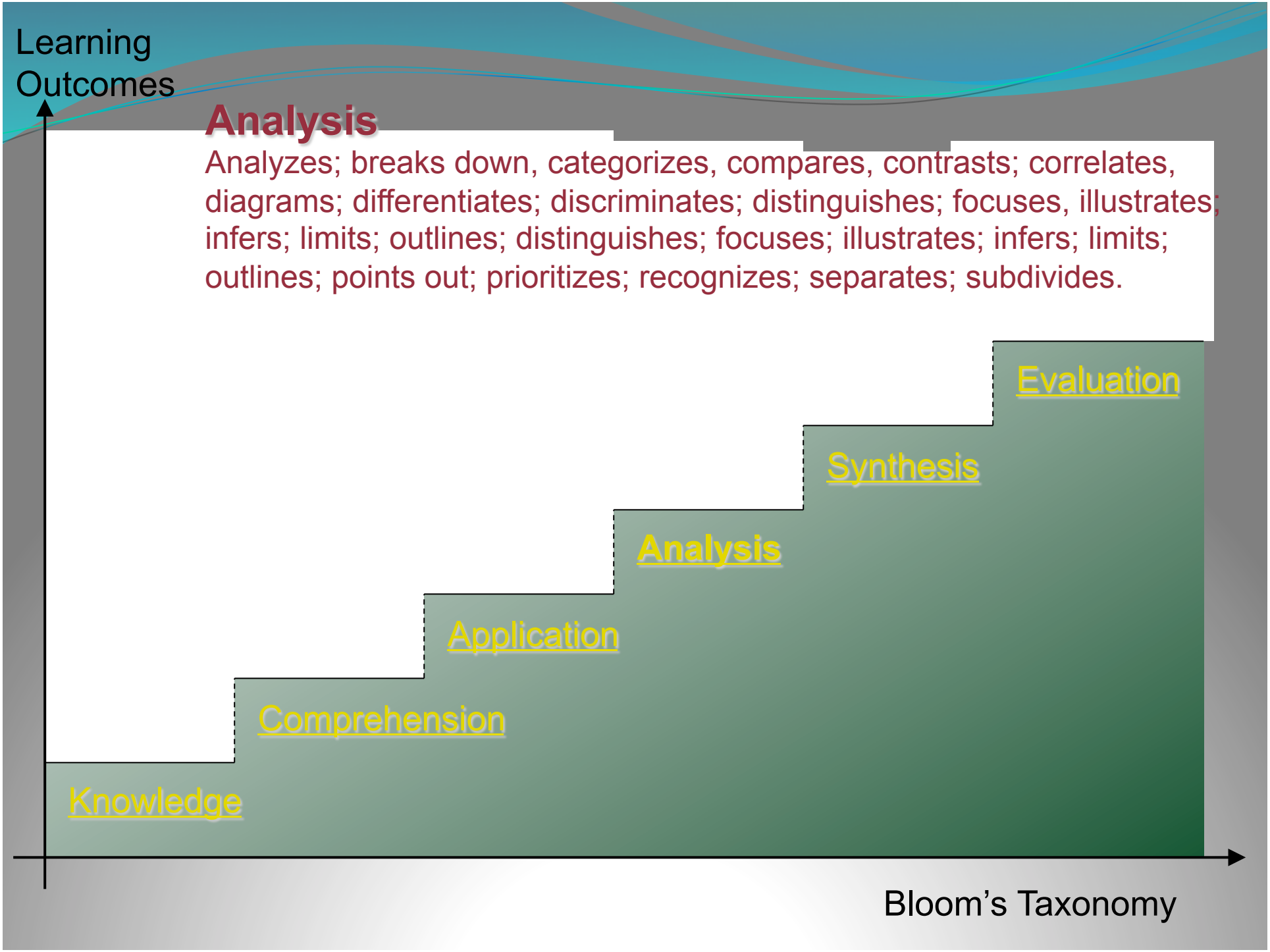
- Highly directive material
- Specific technique(s)
- Its application

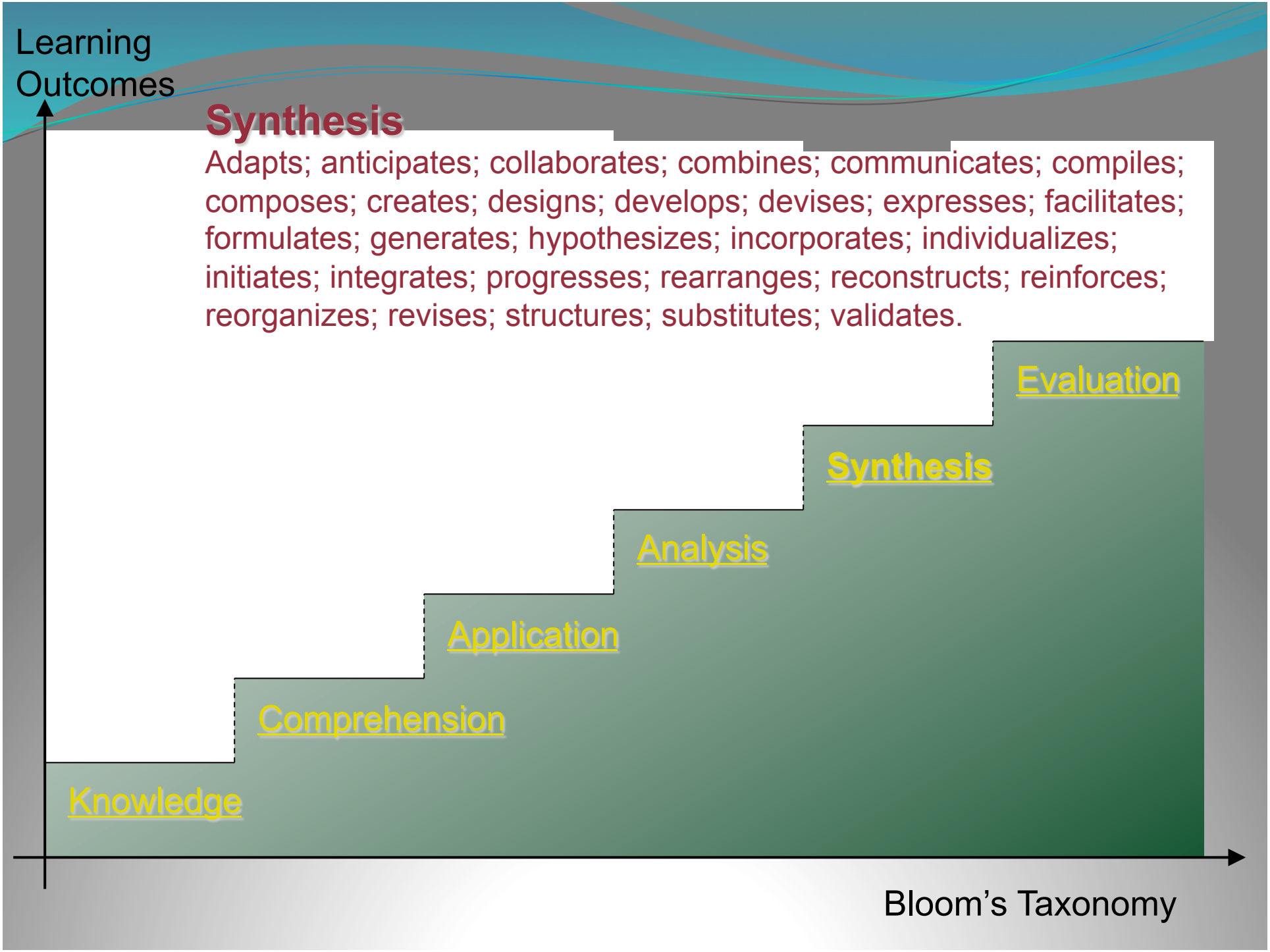

Learning Outcomes
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation
Bloom's Taxonomy

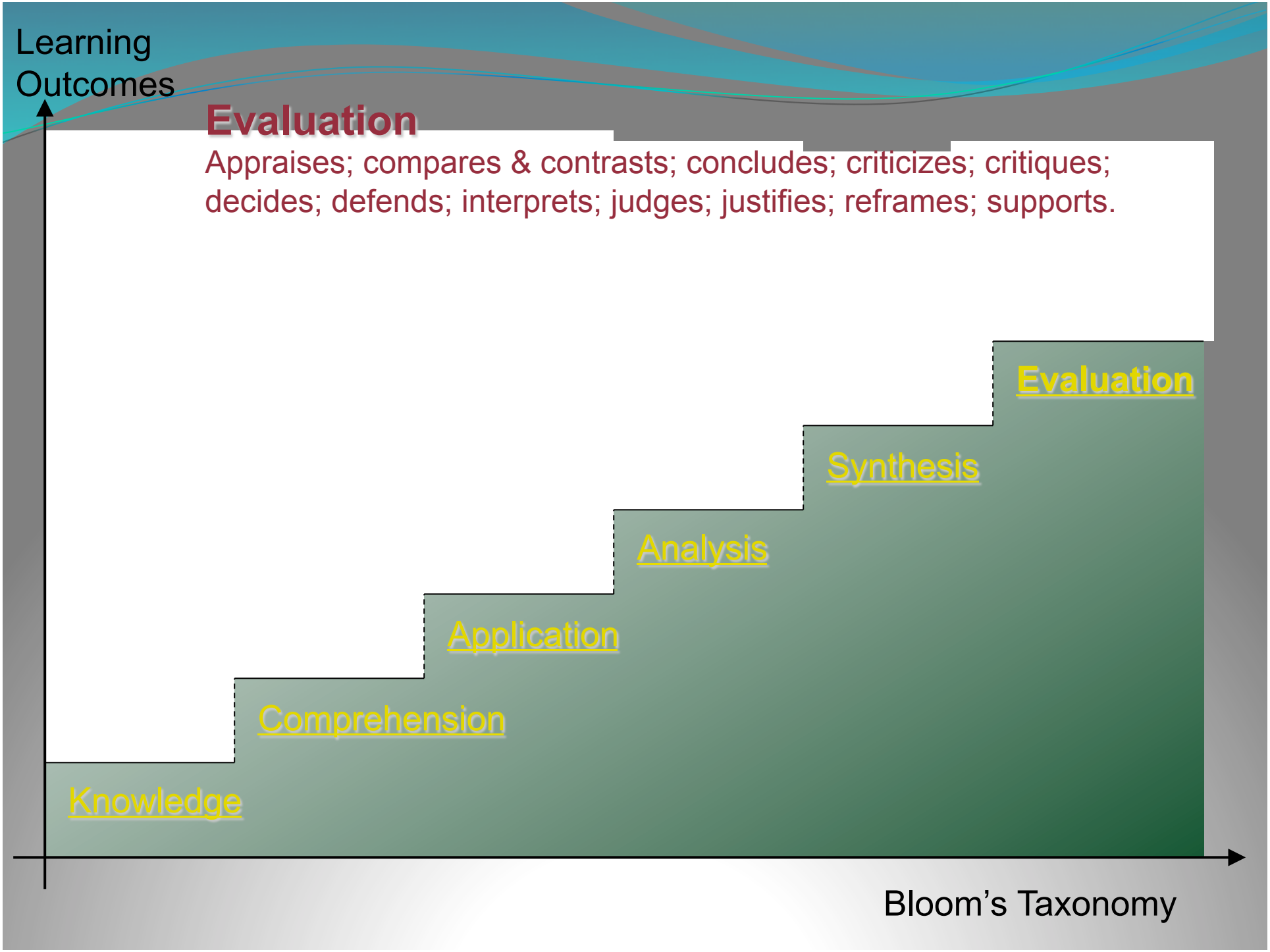

Learning Outcomes
Knowledge
Defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views; writes.
Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge
Bloom's Taxonomy

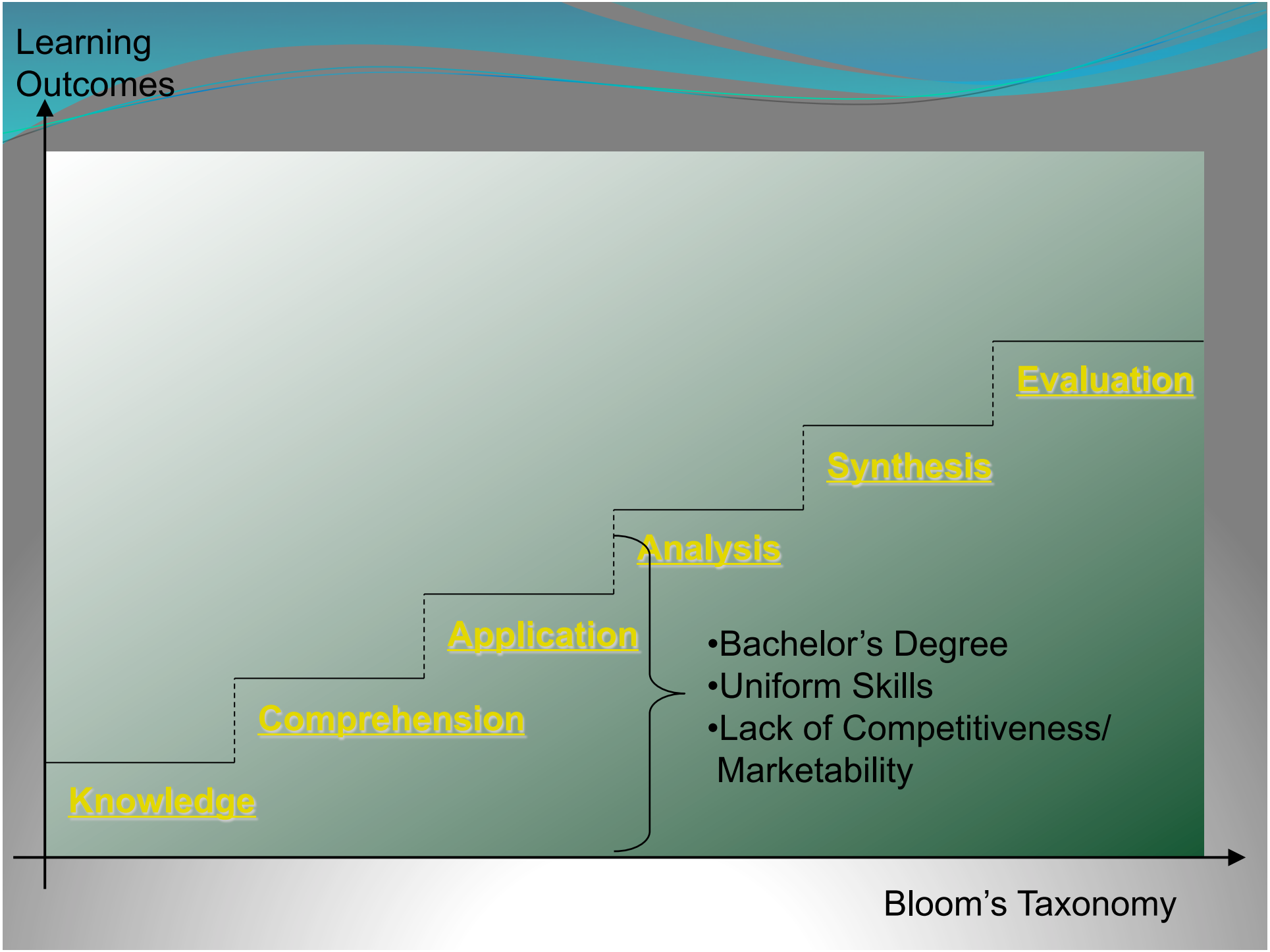

Learning Outcomes
Comprehension
Classifies; cites; converts; describes; discusses; estimates; explains; generalizes; gives example; illustrates; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands.
Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge
Bloom's Taxonomy

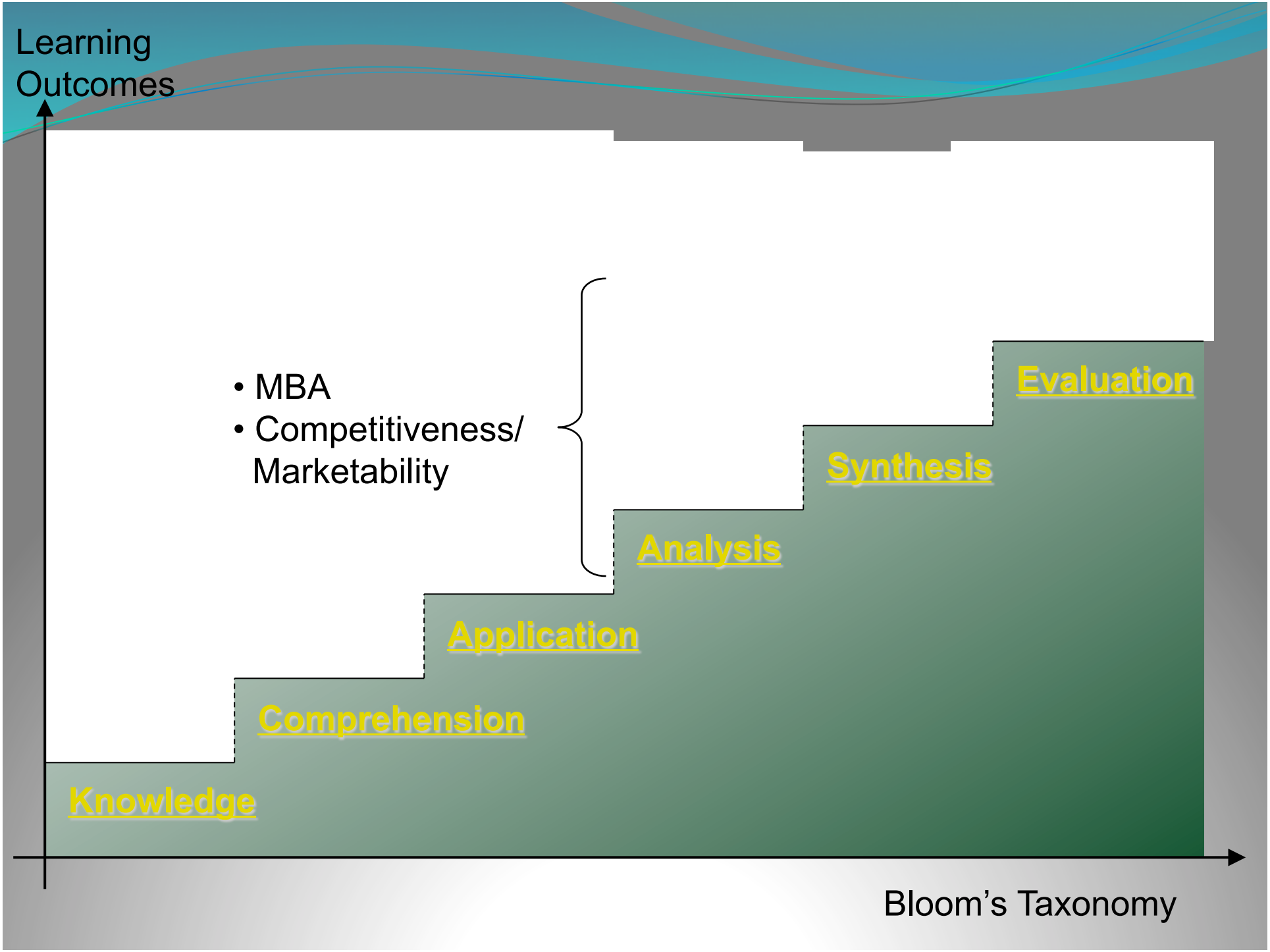

Learning Outcomes
Application
Acts; administers; applies; articulates; assesses; charts; collects; computes; constructs; contributes; controls; demonstrates; determines; develops; discovers; establishes; extends; implements; includes; informs; instructs; operationalizes; participates; predicts; prepares; preserves; produces, projects; provides; relates; reports; shows; solves; teaches; transfers; uses; utilizes.
Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge
Bloom's Taxonomy


Learning Outcomes
Analysis
Analyzes; breaks down, categorizes, compares, contrasts; correlates, diagrams; differentiates; discriminates; distinguishes; focuses, illustrates; infers; limits; outlines; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritizes; recognizes; separates; subdivides.
Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge
Bloom's Taxonomy

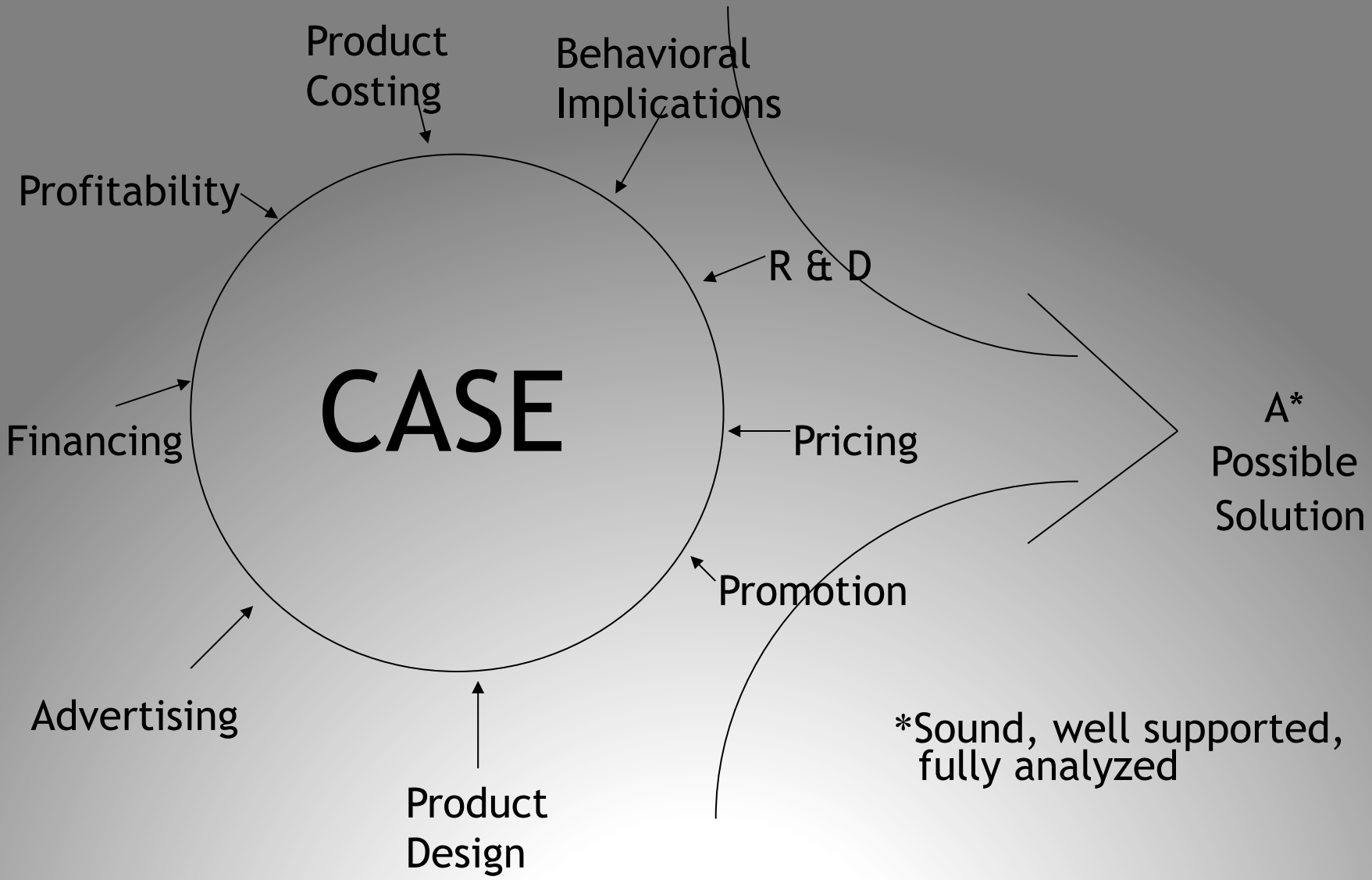

Learning Outcomes
Synthesis
Adapts; anticipates; collaborates; combines; communicates; compiles; composes; creates; designs; develops; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates.
Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge
Bloom's Taxonomy


Learning Outcomes
Evaluation
Appraises; compares & contrasts; concludes; criticizes; critiques; decides; defends; interprets; judges; justifies; reframes; supports.
Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge
Bloom's Taxonomy


Learning Outcomes
Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge
•Bachelor's Degree
•Uniform Skills
•Lack of Competitiveness/ Marketability
Bloom's Taxonomy


Learning Outcomes
• MBA
• Competitiveness/ Marketability
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation
Bloom's Taxonomy

Less Structured Learning Material

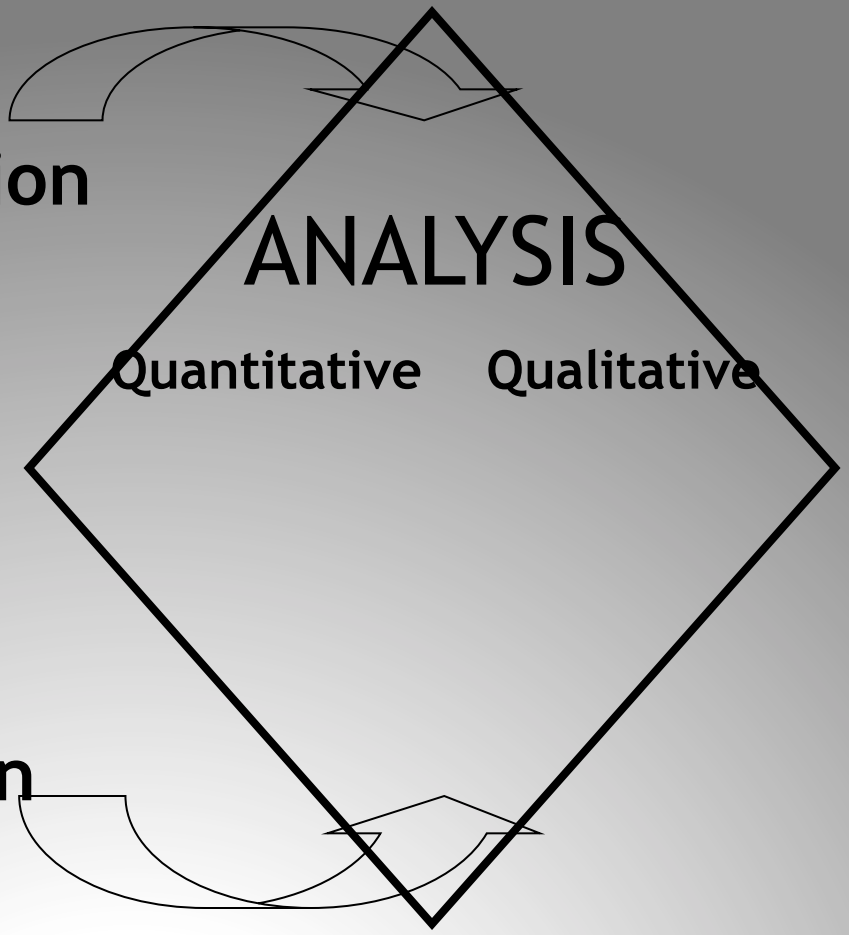


How to Handle Cases? (Before Class)

- The theory
  - Study *dynamically* the chapter
  - Solve the recommended problems
- The Case
  - Read the introduction and conclusion paragraphs of the case
  - Read the first and last sentences of each paragraph
    - Raise red flags
  - Study *densely* the case
    - Address the red flags
    - Fully understand the exhibits
    - Do computations

How to handle cases?

Problem Definition



Recommendation

Steps to analyze a case

I. **Problem/Goal Definition**

- Identify symptoms; in any order;
- If there are symptoms, and they have not been addressed in the case, then they should lead you to the problem definition;
- Identify a sequence of the symptoms, i.e., which symptom leads to the next;
- The last symptom, which is not triggered by another symptom, will then represent the problem definition;
- If there are symptoms, and have been addressed in the case, then there is a goal definition, i.e., evaluate the suggested solution.

Steps to analyze a case (cont'd)

II. Quantitative Analysis

- Make the necessary, pertinent, relevant computations in Exhibits
- Ensure these Exhibits are user-friendly;
- In the Executive Summary, interpret each, and all of your Exhibits. Do not describe them.

III. Qualitative Analysis

- Identify any pertinent, relevant qualitative issue. Do not repeat or elaborate your points developed in the quantitative analysis;
- Identify potential alternative solutions.

Steps to analyze a case (cont'd)

IV. Recommendation

- Your recommendation must be the logical conclusion of your analysis;
- Do not bring up issues not discussed in your analysis;
- Do not continue your analysis;
- Ensure your recommendation is implementable;
- As much as possible, recommend a plan of action.

The Executive Summary
Some DOs and Don'ts

DOs

- Be clear, concise, to the point
- Define the problem/goal
- Address the issues of the case
- Write value-added statements
- Use titles for tables/exhibits
- Interpret your computations
- Make a recommendation
- Respect maximum length
- Refer to your exhibits
- Font size ≥ 12
- Margins 1" all four sides
- Actionable/implementable recommendation

The Executive Summary Some DOs and Don'ts

DON'Ts

- Restate facts, i.e., summarize the case
- Write general/broad/standard statements
- Regurgitate the textbook
- Write unclear statements
- Write Non-Value Added statements
- Describe how you got your figures
- Make *prêt-à-porter* recommen-dations

How to handle cases?
During class

- Expose your views in a clear, respectful, firm manner
- Ask questions
- Provide answers
- Contribute to the discussion
  - Value-added statements
    - Identify problems, provide solutions, assess comments, etc.
- If you do not agree, disagree!

How to handle cases?
After Class

- Review results from the class discussion
- Seek guidance from the learning coach
- How to prepare for the next case?

The Roles

	Learning Coach	Student
Before Class	1. Provides needed tools 2. Answers questions	1. Observes needed tools 2. Ask (right) questions 3. Prepare case analysis
During Class	1. Guides discussion 2. Clarify issues (confusions) 3. Explain computations 5. Wrap up the case	1. Raise issues 2. Identify the problem 4. Explain computations 6. Make recommendations
After Class	1. Evaluates students contribution 2. Evaluates students case analysis 3. Provides feedback	1. Reviews class results 2. Consults the learning coach for further clarification