How to Write a Teaching Case Study: A Quick Overview

What exactly is a teaching Case Study?

Case studies are interactive sessions in classroom settings that are based on discussions. These discussions are embedded with strong conceptual and analytical knowledge of practical dilemmas. Case studies provide an erudite and intriguing story about some individuals or events themselves who must make the struggle to make difficult decisions in uncertain organizational situations. The case studies contain relevant information about the situation and provide diverse perspectives on the problem or decision made, but the case studies do not fall to any concrete conclusion rather it weighs more on analysis.

Teaching cases expose students to practical business dilemmas in various cultural contexts. Students must read the case study and prepare a case with the most appropriate course of action or recommendation, which can be discussed in a facilitated case study session or documented in a lecture, practice, or trial session. A pedagogical case note, including recent and relevant theoretical and managerial frameworks, will be published alongside the relevant teaching case and also can be used to demonstrate connections between the course content and case studies to support the teaching of the case method.`

Brief Tips to Write case studies

The teaching case studies have a unique literary style, they are written in the third person, past tense, and establish the objectivity of basic dilemmas related to the case. Following are a few tips and guidelines for your aid when writing your case study.

• Collecting information

Cases can be based on primary or secondary data (published sources), but if possible, interviewing the protagonist or others in your organization will provide a better and balanced case study. Often before starting the process, you have to make sure that you have all the materials you need. This speeds up the actual process. Most case studies are a mix of both data sources to illustrate the spirit of the protagonist.

• Providing a structure to the narrative:

Chronologically dictate the story and that too in the past tense. The first paragraph identifies and constructs the central protagonist and its dilemma, and at the end of the case, it summarizes the dilemma of the central protagonist again.

• Protagonist Development:

The protagonist must be a well-developed character so that for the students, it would be easier for them to grasp the motivation behind the case study.

• Permission access: (Mandatory, if cases are empirical in nature).

When submitting the case study and educational notes from the respective protagonist or company of the case, a signed permit and a permit for non-copyrighted material must be included.

• Clarity regarding the teaching subject:

Case methods provide a variety of classroom participation methods, including discussions, role-plays, presentations, and ratings. It is further up to you to determine the best method for the case which you want to write.

• Identifying the case lead author:

It is encouraged to work with your colleagues to create a case study. However, when writing a case with others, you need to make sure that the case is read in one voice. You don't have to divide your work evenly. Instead, try the individual strengths. One author may be better at analyzing data, and another may be better at something else. This is very important because when it's once published, it cannot be changed.

Structuring the Case Study:

The introductory paragraph must be written in the past tense, should make clear the protagonist should be reflecting on some sort of an issue, indicate the nature of that issue, should be telling why it is an issue, must be specifying the date and place, and telling about the decision-maker.

The body paragraph of the case study should follow the story in chronological order, should be following a business or scientific background, the background of the company, and the details of the issue which is being faced by the respective company.

The concluding paragraph should be providing a small recap to recapitulate the main issue or to bring in some new questions.

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Guide to Writing a Teaching Note

What is Teaching Note?

A teaching note (TN) is primarily used as a guide to case teachers or instructors who intends to teach your written case study in classroom settings. TN contains the teaching objectives which instructors want to achieve from teaching the case. In addition. It gives the instructors robust academic resources they could use to deepen their knowledge of the topic being taught. Also, it also demonstrates your depth of knowledge of the chosen field of academia. Many of the emerging market cases will be taught by instructors who have never lived, worked or taught in the specific emerging market setting of your case study, and so your TN should have to enable the instructors to gain insights into the complexities and challenges of this unique business operating environments.

Technically, TN provides a basis that how the written case can be taught; it contains all the necessary information that the instructor requires to run the show. For example, from the questions, the students should prepare before the class based on their reading of the case, to an example of a plan for the case teaching session. It includes possible answers to the assignment questions and may include a range of additional materials that could be used by the lecturers. It does not prescribe how a case should be taught, it merely offers suggestions. A TN can be of great assistance to instructors who are new to teaching cases, so it should reflect knowledge of case teaching methodology.

Writing Teaching Notes

A teaching note should be begun at the same time as the outset of writing the case and should evolve over a period of time. The teaching objectives and major theoretical aspects should be decided on before the case is written as discussed in the guidelines for writing a case. The analysis of the assignment questions could be written before you teach the case for the first time. The teaching plan section may only be written after you have taught the case for the first time and you discovered what worked and didn't work in the teaching process. You would also then be aware of what issues the students raised that you may want to discuss in the teaching note. Teaching notes require a great detail of preparation as they become part of the intellectual capital of the teaching fraternity and become part of your academic brand.

Format of a teaching note It is strongly suggested that submitted teaching notes follow the format and all the headings given in the template example below. It is expected that a teaching note would be a minimum of 4000 words but may go up to 10,000 words.

Teaching Note

THE NAME OF THE CASE STUDY IS PLACED HERE

Normally, TN contains the following headings:

SYNOPSIS

This should be a 150-200 words synopsis of the case study. In it, you should give a few details of the name of the organization, the industry, the country, the time span of the case study, the protagonist, and, what the challenge facing the protagonist is. You should give a sense of what sub-field of academia the case is designed to teach e.g. market segmentation in the telecommunications sector, or performance management in the NGO sector.

TEACHING OBJECTIVES

This section should be between 150 and 250 words long. It should state the level of student the case is aimed at e.g. undergraduate, Masters students in a particular field, MBA, students, or short course executives. It should name the field of study that the case study could be taught e.g. innovation, social entrepreneurship, corporate finance, and product development in emerging markets. It could be suited for a number of types of students or courses.

The teaching objectives for the case must be given. These clarify what you expect students to learn from the reading of the case, preparing for the lecture, and during the process of teaching the case. There are typically between three and five objectives. They should be presented in a numbered format. These should be very similar to the expected learning outcomes on the title page of the case study. You should consider whether the objectives are around content (i.e. you want to teach an academic principle or model) or whether you want to teach a process (e.g. how students come to better decisions once a variety of options have been presented and defended). These teaching objectives would need to be closely aligned to whatever courses you are suggesting the case be taught in.

An example of a teaching objective could be:

Teaching Objective 1: To make students understand the importance of market research and equip them with market research methods for new product launch.

RESEARCH METHODS

This section (typically between 30 and 100 words) needs to detail the types of data, and data collection methods, that were used to research the case study. These can be primary and/or secondary data, including among others field interviews within the case organization, organizational documents, industry reports, and news articles.

KEY WORDS AND SUBJECT CODE

The subject code should be the same as the one on the case study title page. There should be about keywords which will help instructors decide if this case study will fit into their course design e.g. Social entrepreneurship, performance management, and strategy.

ASSIGNMENT QUESTIONS

This section should be about 150 words long.

You should give between 3 to 5 numbered questions that the students should prepare answers to before they come to class. They should be told they will be expected to both answer the question and be able to defend their reasoning for their answer. An example of a question is:

Question 1: Do you think the company should focus on selling their product into other countries or should they focus on expanding their product range in the domestic market? **How?**

The questions should be closely aligned to the teaching objectives in the previous section and cover the expected content learning outcomes of the case. The expected answers to the questions should not be simplistic but should require the students to think about a complex issue that could have a variety of feasible answers. These questions are typically used by instructors in their course outlines for individual or group pre-class preparation.

ADDITIONAL MATERIALS

These could take two forms. You may suggest the students access some of the named materials in additional preparation before the lecture e.g. to look at a YouTube clip online or to refer to a model in the textbook. Or you may provide photographs, short videos of the protagonist, typical customers, links to websites (e.g. Gapminder), or YouTube clips – or upload another form of video that the instructor could use during the class session to increase the students' engagement with the case during the class.

SUGGESTED CORE READINGS

Here you should give approximately 5 recent references the instructor could read to deepen their knowledge on the particular academic topic the case is focused on. This list should include both journal articles, periodicals, and published material includes textbooks. These references should be given in alphabetical order in APA 6.0 format e.g.

Bartscht, J. (2015). Why systems must explore the unknown to survive VUCA environments. *Kybernetes*. *44*, 253-270.

Bloom, P. N., & Chatterj, A. K. C. (2009). Scaling social entrepreneurial impact. California Management Review, 51, 114-133.

TEACHING PLAN AND TIMING

The purpose of this section is to give the instructors an idea of how you would teach the case in 90 minutes (Not necessary 90 minutes but it can last 120 minutes depends on the teaching objectives). This is just a suggested method and is not prescriptive for other instructors to use. It could include some creative methods but should show knowledge of case teaching methodology. You should give an approximate timing for each section. This section should be about 500 words long, and refer where relevant to the suggested board plan that is included as a TN Exhibit.

It could look like this:

- *15 minutes:* Introduction - get the class to vote on a key question e.g. Is this company financially stable? Then elicit from the class the reasons given by those who voted yes and those who voted no.

- *5 minutes:* The instructor could show a YouTube clip referenced under additional materials illustrating the context of the study.

- *25 minutes:* Assignment question 1 – the instructor shows the relevant academic model from the teaching note exhibit and gets the class to discuss how the details of the case correspond to the model.

- *35 minutes:* Assignment question 2 – the instructor gets the class to work in pairs to come up with a suggested action plan for the protagonist/company – the instructor randomly selects two pairs of students to present their plans – and then presents a framework given in the teaching note exhibit to assist the students in making decisions in the future.

- *5 minutes:* Conclusion restating the key learning points or reading the postscript.

ANALYSIS OF ASSIGNMENT QUESTIONS

A model answer of about 700 words should be given to each assignment question. The answer should include the application of models / frameworks / concepts from textbooks & journal articles to deepen the analysis and show knowledge of current academic thinking in the field of study. Use should be made of the suggested core readings given above and other sources. It is strongly suggested that the writer provides some diagrams/ figures /models which should be placed in exhibits at the end of the teaching note, and reference must be made to the source of each exhibit. If it is the case writer's own model it should be referenced as "authors own". All sources must be referenced in footnotes. This section should be written as a template answer. If possible this section could also include possible student responses to the question and how these should be responded to.

KEY LEARNINGS

The instructor can conclude the case discussion with a summary of how the case demonstrates 2 to 3 key learnings from the case, e.g. the centrality of cash flow management in organisational sustainability, or the importance of responding to a wide range of stakeholders in different ways, as well as providing the students with a model or framework given as an Exhibit, which the students could apply in the future to solve other problems they may face in their careers. These must be stated clearly here in about 150 words.

POSTSCRIPT

If the case writer knows what happened in the organisation after the time period in which the case is set, how the organisation or protagonist responded to the dilemma in the case and what the outcome was, a postscript could be placed here. The instructor could then read this at the end of the lecture.

EXHIBITS

All figures, tables, models, and diagrams referred to in the analysis section, or other supporting material (e.g. set of company accounts, photographs) should be placed here in the following format.

EXHIBIT TN-1: [FIRST EXHIBIT TITLE]

Place the figure here

Source: Case author's own

EXHIBIT TN-2: [SECOND EXHIBIT TITLE]

Place the model here

Source: Soda, G., & Zaheer, A. (2012). A network perspective on organizational architecture: performance effects of the interplay of formal and informal organization. *Strategic Management Journal, 33*, 751-771.

EXHIBIT TN-3: SUGGESTED BOARD PLAN

A board plan should visually outline the structure, sections and content of the classroom discussion, as captured by the instructor on a board in the room.

Paper Title (*A4 paper size*)

Subtitle as needed *(paper subtitle)*

First Author Name
line 1 (of Affiliation): Department name of organization line
2: City, Country; e-mail address
Second Author Name
line 1 (of Affiliation): Department. name of organization
line 2: City, Country; e-mail address

Abstract- It should be noted that YOUR PAPER for the reviews would be reproduced directly from the pages that you submit. Please follow these format instructions carefully. Papers should be prepared in conformity with this instruction sheet. They should be sized as this page. You should use a standard A4 paper size for your submission. The main content should be in 12-point type and the Times New Roman font. The standard paper length is 20 pages and no author may exceed 25 pages. The abstract should not exceed 150 words. Please include appropriate keywords in your abstract, in alphabetical order, separated by commas.

Keywords - Include at least 4-6 keywords or phrases

I. INTRODUCTION AND HEADER

This document is a template instruction. For questions on paper guidelines, please contact the conference contact person. Information about final paper submission is available from the conference website or through inquiry to the contact person.

II. PAGE LAYOUT

Your paper must use a page size corresponding to A4 which is 210mm (8.27") wide and 297mm (11.69") long. The margins must be set as follows:

- Top = 19mm (0.75")
- Bottom = 43mm (1.69")
- Left = Right = 14.32mm (0.56")

III. PAGE STYLE

All paragraphs must be indented. All paragraphs must be justified, i.e. both left-justified and right-justified.

A. Text Font of Entire Document

The entire document should be in Times New Roman font. Recommended font sizes are shown in Table 1.

B. Title and Author Details

Title must be in 24 pt Regular font. Author name must be in 14 pt Regular font. Author affiliation must be in 12 pt Italic. Email address must be in 12 pt Regular font.

TABLE I

FONT SIZES FOR PAPERS

Font Size	**Appearance (in Time New Roman or Times)**		
	Regular	**Bold**	**Italic**
24	title	Bold	

14	author name		
12	Author email address, cell in a table		Abstract heading (also in Bold)
12	Main heading (in Capital Letters)		Sub-headings
12	table caption figure caption (in Capital Letters)	Bold	Source

C. Figures and Tables

Figures and tables must be centred in the column.

D. Equations

All equations should be placed on separate lines and numbered consecutively, with the equation numbers placed within parentheses and aligned against the right margin.

$$M_i = f(x) \tag{1}$$

ACKNOWLEDGEMENT

Acknowledgement is optional and should appear before the references and before the appendices. Any “Appendices” should appear at the end of the article.

REFERENCES

The APA format is used. References are listed alphabetically after the text. Paper titles should be written out in full. Examples are:

Bettinger, C. (1989). Use corporate culture to trigger high performance. *Journal of Business Strategy*, 10, 38-42.

Goffee, R., & Jones, C. (1998). *The character of a corporation: How your company's culture can make or break your business*. New York: Harper Collins Publishers.

PLEASE PROOF READ THE MANUSCRIPT PROFESSIONALLY BEFORE THE SUBMISSION.

APPENDICES

The appendix should immediately follow the body of the paper and precede the references. If there is more than one appendix, number each consecutively.