

Using your research to develop teaching case studies

Ankara, Turkey
26 January 2017
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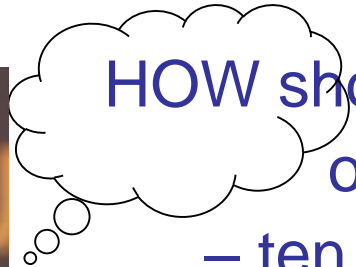


“The best case studies for teaching learners in Turkey should be developed by scholars and practitioners here in Turkey”





WHY do we need to use our own research to develop case studies?



HOW should we adapt our own research data – ten quick guidelines?

EXAMPLES of how this has been done in practice – 3 stories





WHY?

The Argument for using our research to develop cases:

1. Cases based on someone else's research
2. Cases written by non-native authors / overseas institutions
3. Remote/distant organisations – relevance??

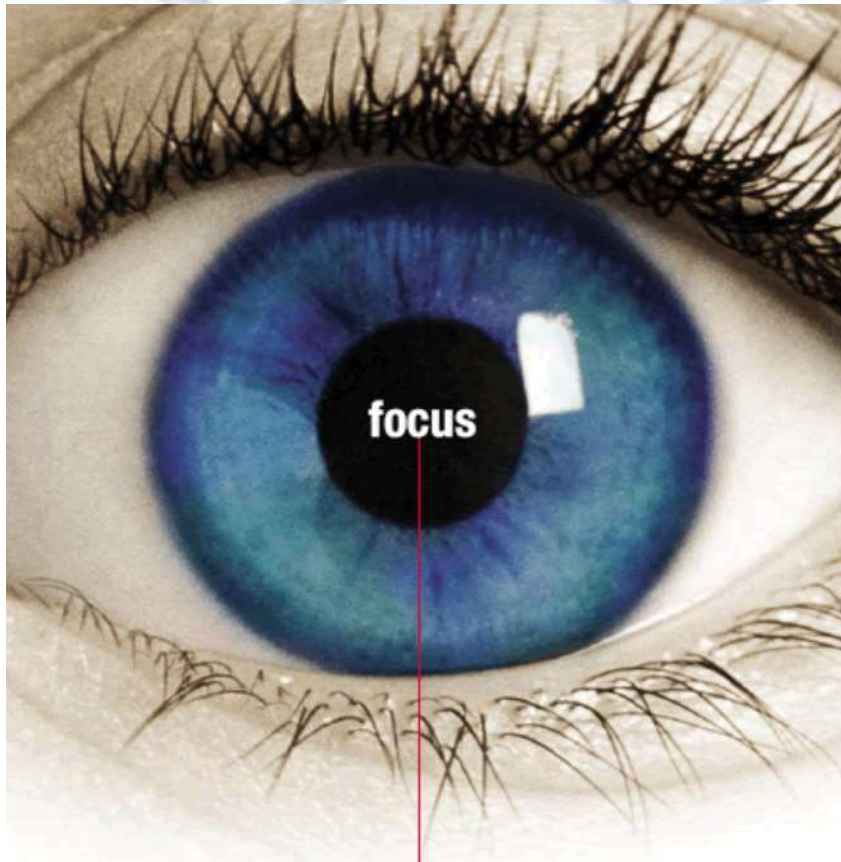
**The
number
one
challenge
for case
writers/
tutors is
..... TIME**



“Quality case teaching requires extensive preparation, careful thinking and a tremendous personal commitment.”

Erskine, Leenders and Mauffette-Leenders, 2003

No.1 – The Focus *(RSM)*



Our strategy for continued **world-class** achievements in research.

- Keep the main thing the plain thing
- Telling a story and telling it well
- “Willing Suspension of Disbelief” *(McNair, HBS)*

No.2 – The Learner Group



- Know who you are writing for and tailor the written structure to greatest impact:
 - Narrative
 - Chronology
 - Expository
 - Plot (*Heath*)

No.3 – Access to the right data



- Is the data:
 - Sufficient?
 - Reliable?
 - Relevant?
 - Accessible?

No.4 – Consider Presentational Styles



- What format will you use:
 - Paper based single case?
 - A-B-C sequenced case?
 - Video based?
 - Multi-media?

No.5 – Push or Pull



“Hey – I’ve got a great story”



“Wow, I really need some teaching resources on product promotion”

No.6 – Controversy *(Abel, IMD)*



- Provokes Discussion
- Looks at things from more than one perspective
- Invokes the emotion
- Gets us thinking deeper

No.8 – Don't tell the whole story



- Where is the scope for discovery?
- What does the learners need to do to play their part?

“Case discussions depend upon the active, effective participation of the students. The student must get involved and take a great deal of – in fact, the primary – responsibility for his or her learning.”

Shapiro, Harvard, 1984

No.9 – Be prepared for a 3rd way



- No such thing as an entirely right or wrong answer??
- Who is the specialist knowledge provider
- Explore new avenues

No.10 – Keep yourself out of the story



- ‘Leave your own opinions and evaluations out of the text

..... Put it in the teaching note.

Prof J Baker, HBS

Ten Steps for adapting your own research for teaching cases

1. The focus
2. The Learner group
3. Access to the right data
4. Consider Presentational Styles
5. Push or Pull
6. Controversy
7. Tell a story
8. Don't tell the whole story
9. Be prepared for a third way
10. Keep yourself out of the story



Case researching & writing

Assuming you are developing a case which incorporates both field and desk based data....

- Identifying the need for the case study
- Identifying appropriate opportunities
- Making first contact with the organisation
- Agreeing parameters for the case research
- Deciding the boundaries of the case study





- Undertaking desk research
- Initial field research within organisation
- Writing up the first draft
- Compiling the support material
- Checking draft against original objectives
- Further field and desk research
- Formal release authorisation



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