



CASE STUDY LEARNING: A TOOL FOR TEACHING CRITICAL THINKING

Lauren Duffy

Associate Professor and Undergraduate Coordinator

Department of Parks, Recreation and Tourism Management

College of Behavioral, Social and Health Sciences



The next 30 minutes:

- My philosophy towards thinking
- Approach to integrating CT within a course
- Case Analysis method
- Written Case Analysis Method
- Discussion and lessons learned
- Q & A



THINKING BIG



CRITICAL
THINKING

SYSTEMS
THINKING

COMPLEXITY
THINKING

A process by which we view a set of interrelated parts as a 'whole' rather than seeing them as unrelated components.

A process of moving away from 'the search of the simple' to solve complex, interconnected problems of our time.

Integration of critical thinking

- Explicit and transparent
 - *CT2 statement*
 - *CT defined in the syllabus*
 - *Course objectives reflecting higher order thinking*
 - *Not a “one off topic” of the course – but the focus of the course*
- Lecture, examples, and practice
 - *Introduction to CT lecture (1 week)*
 - *Reading for background context*
 - *Handouts*
 - *How to Read Critically*
 - *A template for problem solving – questions to ask*
 - *Elements of thought*
- 5-8 Case Studies



Example Material



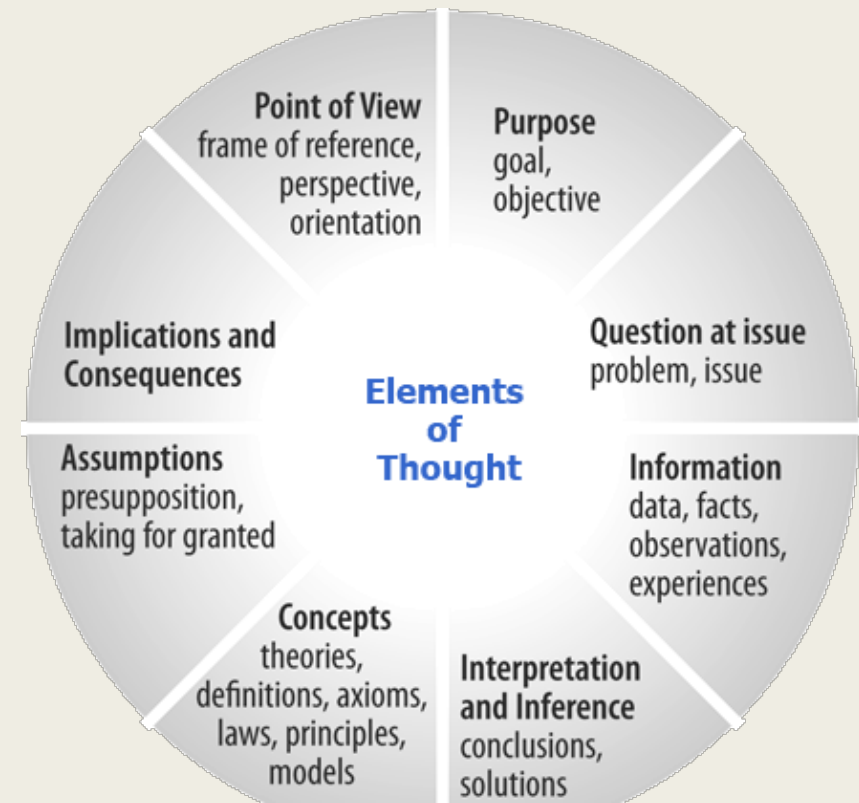
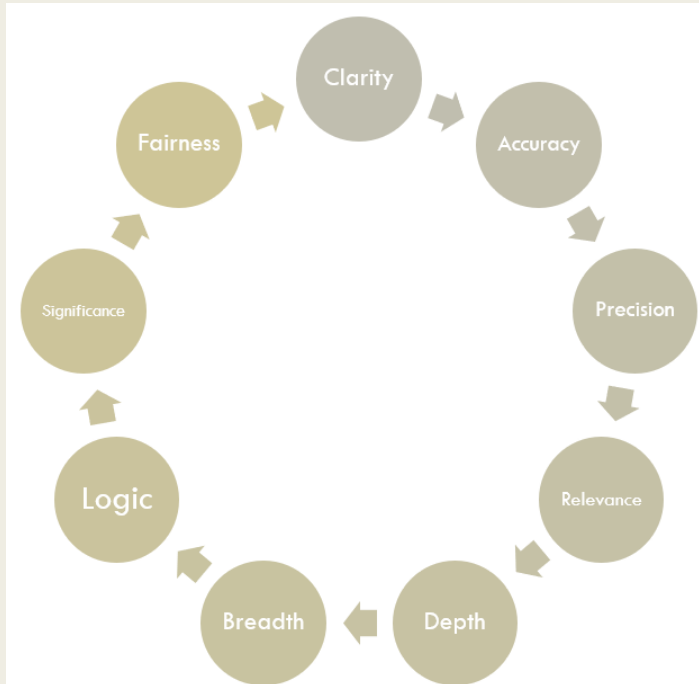
HOW TO READ CRITICALLY

The key to success in college, in all courses, in all disciplines, is critical reading. Critical reading is concentrated, active, engaged reading. At its core, critical reading involves *annotating* a text: underlining and writing key words in the margins. Many students do not know how to read critically because they have never been allowed to write in their books. In college, you own the books, so you can finally begin to learn this vital skill. You might worry that you are ruining the book, especially for sale back to the bookstore. However, marking in the book does not decrease its value, and the bookstore doesn't really give you much money for a used book anyway. Think economically: you are paying a lot to get an education. A real education involves critical reading. If you are not reading critically, annotating all your texts, you are not getting a real education. Would you rather get a few dollars back at the end of the semester, or know that you got the full value of your dollar from your reading? Critical reading is difficult but rewarding. Here are a few steps to help you:

- 1. FIND A QUIET PLACE TO READ:** You *must* be able to concentrate to read critically. Turn off the TV, throw your roommate out, hide your iPod, turn off your cell phone. Better yet, find a quiet place like the library. You can't use all your mental capacity if you can't concentrate.
- 2. PRE-READ THE ASSIGNMENT:** Skim over the whole assignment very quickly. Get a good idea of how much you must read and what it will entail. Pay special attention to chapter



Example Material



Practice case study

4 Part I • Learning from Cases

THE BOYD'S CATERING CASE

Kirsten stopped cleaning the bakery case and looked to make sure that Emily wasn't watching her.

"Did you hear that Tracy quit yesterday?" she asked.

"Yeah, I couldn't believe it. Everyone thought she would be manager this summer. Tracy has worked here almost three years longer than any of us. She'll be a senior this year, so this will be her last summer working here. It was really a shock to her when Mrs. Boyd put Emily in charge."

"She always seemed to enjoy work until Emily came."

"Didn't we all?" I asked.

We both glanced at Emily. She was sitting up front, flipping through a magazine. Margot, Kirsten, and I were all getting ready to close the store. Closing was the worst part of the day, especially now that we had Emily as manager. She had never picked up a broom or washed a dish since she began working in May. I looked at my watch for what must have been the 100th time. Only 10 minutes left. I decided not to sweep the bakery. Emily probably wouldn't check. As I put the broom away, I realized that two months ago I never would have considered leaving without everything looking perfect for the next day.

While driving home, I tried to figure out why I hated work so much now. I had worked at Boyd's Catering for two years. Mrs. Boyd always had about five high school and college girls working over the summer. She was very selective about hiring people. She looked for those who would present a good image for the store. We were always very conscientious and took pride in the store and our work.

Mrs. Boyd and her partner, Mrs. Thompson, had opened Boyd's Catering four years



Case Study Learning

A description of *a real-life, administrative/ management situation* involving a decision that is written in such a way that *the reader takes the role of the manager, or key decision maker*, whose responsibility it is to make that decision to help solve the problem.



Harvard Case Method

The HBR Process

- Describe
- Analyze
- Generate Alternatives
- Evaluate Alternatives
- Make Recommendations

Spring 2016 PPTM – 345 Case Study Instructions

What is a Case Study?
A case study is a description of an actual administrative situation involving a decision that needs to be made. Most case studies are written in such a way that the reader takes the place of the manager, or key decision maker, whose responsibility it is to make decisions to help solve the problem. In almost all case studies, a decision is made, although critical thinking should be employed. A basic process of critical thinking involves identifying the problem, identifying assumptions and bias that influence point of view, locating relevant information, identifying arguments – identifying contradictions and inconsistencies, interpreting and synthesizing logic behind arguments – identifying interpretation based on new other arguments, new information, and re-evaluates interpretation based on the case studies should follow the case method process. For this course, written responses to the case studies should follow the case method process.

The Case Method as a Learning Tool
The case method of analysis is a learning tool in which students and instructors participate in the case studies, as opposed to the lecture method, where the instructor speaks and students listen. In the case method, students teach themselves with the instructor being an active guide and facilitator. Students learn, often unconsciously, how to evaluate a problem, how to make a point of view. Using this method, they also learn how to think in terms of the case studies, as opposed to the lecture method. A significant part of the student participation in case discussions, with another substantial portion resting on student reasons, using the case method tends to be very intensive for both student and instructor throughout most business programs at the university level. It is important that you get off to a good start on the case studies over the next four years. It is important that you get off to a good start on the case studies over the next four years. It is important that you get off to a good start on the case studies over the next four years.

How to prepare a Case Study
While there is no one definitive "Case Method" or approach that is recommended to be followed in teaching a case study, it is inevitable that you will use different ways of approaching decision making. What for you different ways of approaching decision making. What for you different ways of approaching decision making. What for you different ways of approaching decision making.

Reading a Case Study
The case study process should start with reading very carefully. The case study process should start with reading very carefully. The case study process should start with reading very carefully. The case study process should start with reading very carefully.

Writing a Case Study Report
For each written case report, you will need:
1. Defining the issue(s)
2. Analyzing the case
3. Generating alternatives
4. Evaluating alternatives
5. Recommending an alternative

1. Defining the issue(s)/Problem Statement
The problem statement should be a clear, concise statement of exactly what needs to be done. It should not be too easy to write! **Often times you need to analyze the case data [Step 2] before you can identify the issue for you, while others are not clear at first. Asking yourself the following helps:**

1. **What appears to be the problem(s) here?** Note that by asking this question, you are differentiating the symptoms of the problem from the problem itself. **Be realistic!** Many employees are a **problem** to most companies, they are in fact **problems** which need to be addressed.
2. **How do I know that this is a problem?** This helps you to differentiate the symptoms of the problem from the problem itself. **Be realistic!** Many employees are a **problem** to most companies, they are in fact **problems** which need to be addressed.
3. **What are the immediate issues that need to be addressed?** This helps you to differentiate the symptoms of the problem from the problem itself. **Be realistic!** Many employees are a **problem** to most companies, they are in fact **problems** which need to be addressed.
4. **Differentiate between importance and urgency for the issues identified.** This helps you to differentiate the symptoms of the problem from the problem itself. **Be realistic!** Many employees are a **problem** to most companies, they are in fact **problems** which need to be addressed.

The problem statement may be framed as a question, e.g.: *Why did Jimbo improve market share?* Usually the problem statement is framed during the analysis of a case, as you peel back the layers of the problem.

2. Analyzing Case Data
Take care in the step to collect and organize data in ways that establish time lines (for chronological events), organizational or relationship relationships, categorizing symptoms of problems.

1. **Why or how did the issues or symptoms arise?** You are trying to answer the following: **problems identified. You cannot solve a problem if you do not know what caused it.**
2. **Who is affected most by these issues?** You are trying to answer the following: **problems identified. You cannot solve a problem if you do not know what caused it.**
3. **What are the constraints and opportunities in the situation, and who will be affected by the decision?** You are trying to answer the following: **problems identified. You cannot solve a problem if you do not know what caused it.**
4. **What do the numbers tell you?** You need to make a judgment as to the relevance to the case studies. **** Not all numbers will be relevant. Do not overlook anything. When deciding what you intend to do with the result, you must make a judgment as to the relevance to the case studies. ****

3. Generating Alternatives / Potential Action Steps
This section deals with different ways in which potential solutions or actions to deal with the problem. **Typically, there are many, many potential solutions or actions to deal with the problem. Typically, there are many, many potential solutions or actions to deal with the problem.**

1. **Be realistic!** While you might have a great idea, it is important to be realistic and feasible within the context of the case. **Be realistic!** While you might have a great idea, it is important to be realistic and feasible within the context of the case.
2. **Be creative!** Think outside the box. **Be creative!** Think outside the box.
3. **Be innovative!** Think of new ways to solve the problem. **Be innovative!** Think of new ways to solve the problem.

4. Evaluation of Alternatives
The question in this step is: **How do you figure out what action to take?** Answer: You measure the alternatives against the strategic objectives (IDCs) of the organization. **How do you figure out what action to take?** Answer: You measure the alternatives against the strategic objectives (IDCs) of the organization.

1. **Implementability:** How easy is it to implement the alternative? **Implementability:** How easy is it to implement the alternative?
2. **Impact:** What is the impact of the alternative? **Impact:** What is the impact of the alternative?
3. **Timing:** How soon can the alternative be implemented? **Timing:** How soon can the alternative be implemented?
4. **Resources:** What resources are required to implement the alternative? **Resources:** What resources are required to implement the alternative?
5. **Ethicality:** Is the proposed action consistent with the general mission and direction of the organization? **Ethicality:** Is the proposed action consistent with the general mission and direction of the organization?

Recommendation
You must have one business recommendation. Give a justification for your decision (use the IDCs). Check to make sure that it is one (and only one) of your alternatives and that it does resolve what you defined as the problem.

Case Study Process

- Instruction and Case Introduction
- Two class periods for discussion:
 - *First class: Focus on concept or theory, background context of the case, problem identification*
 - *Second class: Focus on generating solutions, evaluating solutions, and proposing decisions*



What is a case study?



Cases make the connection between academics and reality, theory and practice.



Pedagogical Value:

- Active, participatory, engaged learning (Patil & Dharwadkar, 2020)
- Real-world scenarios in safe environments (Boyce, 1995)
- Multidimensional situations (Boyce, 1995; Scott, 2007; Vaugeois, 2005)
- Unstructured problem-based learning (Scott, 2007)
- Synthesis of information (Boyce, 1995)
- Must think analytically and demonstrate reasoned evidence (Leonard & Cook, 2010; Minniti et al., 2017)
- Application of theory/concepts (Davis & Wilcock, 2003)

Table 1. California Critical Thinking Skills Test (CCTST) sub-domain categories defined.

Skill	Definition
<i>Analytic skills</i>	Ability to gather, organize, synthesize, and scrutinize information and assumptions
<i>Inference skills</i>	Ability to generate solutions to a problem, and use information to make sound judgments and/or draw logical conclusions
<i>Evaluation skills</i>	Ability to critique the quality and credibility of sources, arguments, opinions, etc.
<i>Deduction skills</i>	Ability to trace reasoning from the original information presented to a proposed solution that is logical and justified
<i>Induction skills</i>	Ability to make decisions in uncertain and complex situations, where all the facts may not be available, there are many various perspectives to consider, and/or there are a number of different plausible outcomes that result from decisions made; ability to make “educated guesses” based on limited information

Insight Assessment (2016a).

The HBR Process

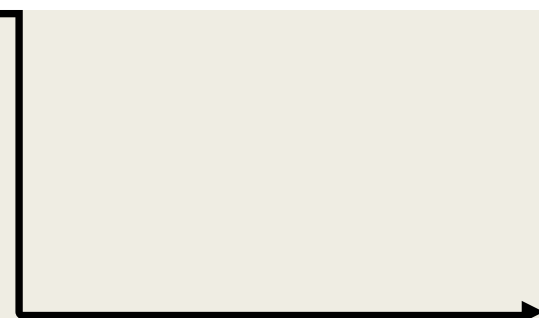
Describe

Analyze

Generate Alternatives

Evaluate Alternatives

Make Recommendations



Considerations

- Labor intensive and take significant class time (Velenchik, 1995)
- Alignment with course objectives and students prepared to engage (Davis & Wilcock, 2003; Vaugeois, 2005)
- Additional readings/content sometimes needed to help frame issues
- Oversimplify real-world issues (Leonard & Cook, 2010)
- Class discussion moderation is important (Vaugeois, 2005)
- Preparation and Vulnerability (Schiano & Ellet, 2019)



Source: Case Writing and Research: Professor Moore Teaches a Class with Cases, The CASE Journal, (2007)

Utilizing Harvard Business Cases

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CASES

FOUNDATIONAL READINGS

Core Curriculum

Core Curriculum consists of individual Readings that cover fundamental concepts, theories, and frameworks that students must study as part of their business education. Approximately 20-30

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Case Pack

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- Supplementary Materials
- My Coursepack



Tourism Management - Spring 2016

January 6, 2016 - July 4, 2016



STUDENT VIEW



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Student Link

<https://hbsp.harvard.edu/import/243424>

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EXPIRED

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Enrollment

1 out of 30 (3.33%)

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Main Case

Fritidsresor Under Pressure (A): The First 10 Hours

Joshua D. Margolis, Vincent Dessain, Anders Sjomon

Pub Date: Sep 16, 2006

Product #: 407007-PDF-ENG

Discipline: Organizational Behavior

Academic Price: \$4.25



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Article

The Darwinian Workplace

Serguei Netessine, Valery Yakubovich

Pub Date: Apr 30, 2012

Product #: F1205A-PDF-ENG

Discipline: Human Resource Management

Academic Price: \$4.25



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Main Case

Managing Online Reviews on TripAdvisor

Thales S. Teixeira, Leora Kornfeld

Pub Date: Dec 22, 2013



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Main Case

POPULAR

Tesla Motors (in 2013): Will Sparks Fly in the Automobile Industry?

Frank T. Rothaermel; Erin Zimmer

Pub Date: Jan 3, 2014

Product #: MH0017-PDF-ENG

Discipline: Strategy

Length: 26 p



Elon Musk's reputation as a serial entrepreneur has people wondering what will happen with his current focus, Tesla Motors. In the heavily-fragmented, altern...



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Main Case

POPULAR

Uber and the Ethics of Sharing: Exploring the Societal Promises and Responsibilities of the Sharing Economy

Craig N Smith; Erin McCormick

Pub Date: May 29, 2017

Product #: IN1344-PDF-ENG

Discipline: Business Ethics

Length: 33 p



This case explores the changes wrought by the "sharing economy", examining the innovations and controversies surrounding the online ride-hailing service Uber...



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Main Case

OUT FOR REVISION

Walmart: Navigating a Changing Retail Landscape

Michael E. Porter; Jorge Ramirez-Vallejo

Pub Date: Mar 6, 2017

Product #: 717474-PDF-ENG

Discipline: Strategy

Length: 23 p



As the largest company, by revenue, in the world, Walmart has been a lightning rod for criticism. However, in an attempt to stay ahead of traditional and dig...



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Examples

Learning Objective

"Seaside Organics" is suitable for use in a variety of MBA and/or executive programs. The case focuses on the kinds of tensions that often exist between entrepreneurs and the managers tasked with running their organizations. It can be used in entrepreneurial management, general management, and organizational behavior courses. 1. Explore the tension between the traits and behaviors of entrepreneurs who build and launch new products and services, and of managers who run stable, enduring organizations. 2. Understand how strategies and policies affect a start-up's long-term prospects. 3. Explore how an entrepreneurial organization matures into a successful going concern. 4. Identify circumstances under which it may be advisable for a company's founder to leave the organization.

Details

Pub Date: May 1, 2016

Discipline: Entrepreneurship

Subjects: Personal characteristics, Startup, Decision making, Entrepreneurship, Entrepreneurs, Leadership, Organizational structure, Career advancement, Career changes, Organizational management, Organizational change, Business growth, Manufacturing, Start-ups, Conflict resolution, Strategy

Business foci but topics can transcend...

Accounting

Analytics

Balanced scorecard

Big Data

Change Management

Consumer Behavior

Decision Making

Design Thinking

Innovation

Internet marketing

Leadership

Pricing

Project Management

Social Media

Sustainability

Other sources for case studies



- National Center for Case Study Teaching in Science (<https://sciencecases.lib.buffalo.edu/>)
- Acadia Institute of Case Studies (<http://aics.acadiau.ca/index.html>)
- MIT Sloan School of Management (<https://mitsloan.mit.edu/LearningEdge/Pages/Case-Studies.aspx>)
- Stanford Graduate School of Business (<https://www.gsb.stanford.edu/faculty-research/case-studies/>)
- Emerald Publishing eCases (http://www.emeraldgrouppublishing.com/products/case_studies/index_us.htm)
- Textbooks
- Build your own!



Q&A

lduffy@clermson.edu