

RECOMMENDED TEACHING METHOD FOR LONG CASES

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For longer cases, it is important that students read the case and any related readings you may assign in advance of in-class discussion about the case. To achieve the optimal learning, we therefore propose a three-stage approach based on Erskine, Leenders, and Mauffette-Leenders (2011).

STAGE ONE: INDIVIDUAL PREPARATION (IN ADVANCE OF CLASS)

Assign the students the reading of the case and any related readings. Then, have the students submit answers to the case questions in advance of class. The advance submission is to be evaluated for a grade. Answers can be provided in simple table format rather than in essay form in order for students to focus on the content and not on the process of writing an essay. This two-column form can have the case questions on the left-hand column. The right-hand column is blank for student's bullet point answers.

This evaluation will ensure that the students complete the work in advance and are prepared for the discussion.

STAGE TWO: IN-CLASS DISCUSSION

A. Initial Discussion (Small Groups) - 15 MINUTES

Once the class starts, break students into small groups of 3-5 students. While in their groups, have them review their answers to their individual preparation with each other. This process of group review will teach them that other students in the group may have different perspectives. The purpose of the small group discussion is for the students to reach general agreement on the answers to the questions amongst themselves.

Before the groups are ready to move on to the large group discussion, first they must all agree on an answer on the key decision to be made.

B. Class Discussion (Large Group) - 20 MINUTES

Now that your students have prepared for the case in small groups, have a group volunteer to share their answer to the key decision. After the initial question is answered by one of the groups, have other groups feed into the discussion. To encourage feedback and discussion, write the answers to the question on the board so that the students understand that you are listening and that they can feed into the discussion. Proceed to the other questions in a similar fashion.

For each question, there are some important items that need to be discussed. Below is a summary of the generalized questions and the key learnings to be expected from the class discussion:

1. What are the relevant facts and industry issues in the case?

There are multiple facts in the case. Students will present some that are relevant and some that are not. The most relevant key facts include:

- *Customize to case...*

2. What individuals or groups have an important stake in this case? Do some have a greater stake because of a special need or obligation?

- *Customize to case...*

3. What are the protagonist's options?

- *Customize to case...*

4. Which option is the right or best thing for the protagonist to do? Why is it the best option?

- *Customize to case...*

During this stage of the case, the instructor must get the class to decide on the one option that the entire class should pursue, so that one last question related to the right course of action may be assigned. Once the class has made the decision, they should be asked to work in small groups again.

C. Implementing the Decision (Small-Groups and Large-Group Discussion) - 30 MINUTES

With all questions now answered and discussed in the large group, post the final step for discussion:

1. Implement the decision. Outline the steps your group would take to implement the decision in chronological order. Be sure to also pinpoint outstanding issues that need to be monitored and addressed.

Students then reconvene in small groups of 3-5 for discussion. Ideally this question will be discussed during the same classroom time, or it may be done in a second class. Each group must come up with a list of action items, in chronological order, of how they would implement the decision.

After ten minutes of small-group discussion, the groups are then asked to present their action plan. Have the first group write their action plan in chronological order on the board. Now that an initial action plan has been established, go around the room to different groups and have each group contribute a new idea or revise an existing action. As the changes are discussed, write them on the white board at the front of class. This iterative process of having groups add/delete content from an action list is paramount to the learning activity. Initially, the first group may have a five-step action plan that is only partially well thought out. However, after an around-the-room discussion, this action plan will grow to include more items, and the items will also be more specific. The final product of the large-group discussion will lead to a

comprehensive action plan that a student can use to deal with a difficult decision. This focus on the actions required in difficult situations is based on the Giving Voice to Values (Gentile, 2010) approach to ethical decision making.

STAGE THREE: INDIVIDUAL REFLECTION (SUBMITTED AFTER THE CLASS DISCUSSION)

Following class discussion, each student is asked to submit in point form a reflection outlining what they learned from the case. If desired, specific questions can be asked.

MARKING RUBRIC

An example of a marking rubric is shown below.

Case Study Preparation and Reflection: 60 points

This is a two-part delivery. First, each student must submit notes in point form for the case study using the table template form provided by midnight the night before class. The table should be no longer than three pages. Second, each student should submit a reflection on what was learned, using the form provided, after case-study discussion in class. Answers to the questions should be no fewer than 50 words and no more than 300 words. In order to submit the reflection, the student must attend the class that day. All reflection work must be submitted by midnight on the Sunday after the case-study class discussion. All submissions should be made through TURNITIN.

REMINDER: While each student will spend time with group members discussing the case in class, all submissions related to case study preparation or reflection are individual assignments.

Case Study Preparation and Reflection – Marking Rubric	
30 points	<p>Preparation</p> <p>Completed the case study preparation template with sufficient enough detail. The preparation demonstrates that the student did external research to analyze the case. Each student is expected to use the table format provided to present their preparation (single-spaced).</p>
30 Points	<p>Reflection</p> <p>The submission form and related questions on it are answered with enough detail to demonstrate mastery of the topic.</p>

PILOT TEST RESULTS

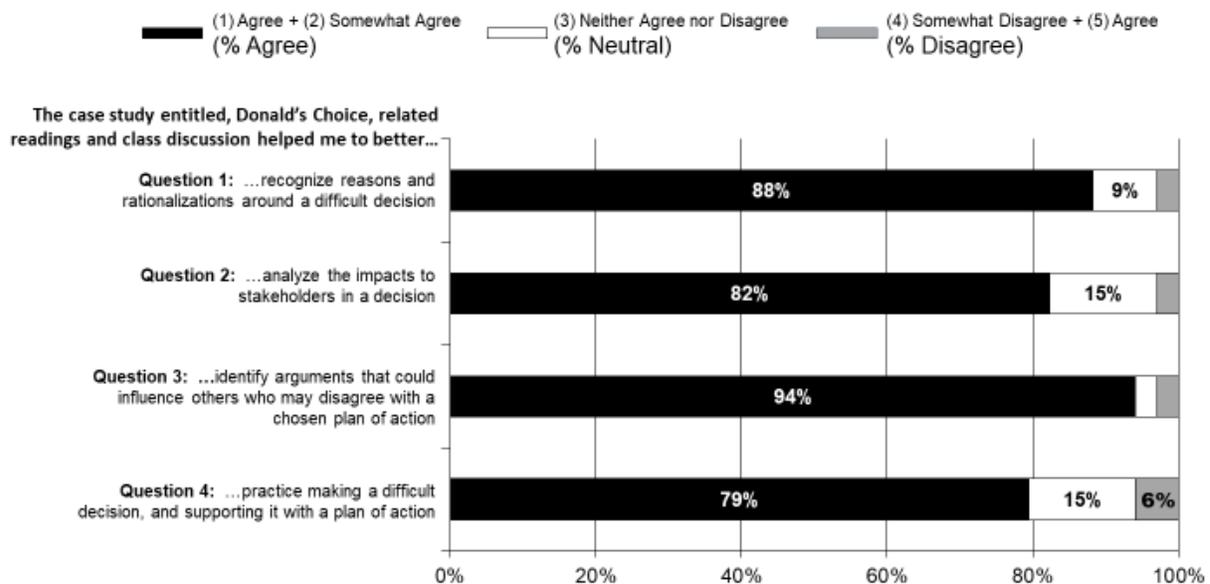
This case teaching method was tested twice (winter 2015 and 2016) with a case called “Donald’s Choice” in a class of more than 30 students enrolled in a Hospitality and Tourism Ethics course. After each testing of the case, feedback was solicited from students to help improve the case. Overall, the case stimulated discussion and made students aware of the ethical dilemmas and the importance of understanding organizational context and stakeholder analysis. The process used to analyze and discuss the case resulted from the amalgamation of different case-study teaching methods for ethics and business cases. The variety of questions and discussion methods used demonstrated to the students the value of in-group decision making and that their initial instincts for decision making can be improved by soliciting input from others. Most importantly, it demonstrated a process for making and implementing difficult decisions.

In the spring 2015, each of the 34 students was asked to complete a four-question survey to assess how well the case met learning objectives. The survey also included space for students to provide their comments and recommendations.

Response to the scaled questions included in the survey are displayed in the diagram below.

The vast majority of students reported that the case ably met teaching objectives.

Donald’s Choice: Feedback from 34 Students



REFERENCES

Erskine, J.A., Leenders, M.R., & Mauffette-Leenders, L.A. (2011). *Teaching with Cases*. 3rd Ed. London, ON: Ivey Publishing, Richard Ivey School of Business.

Gentile, M.C. (2010). *Giving Voice to Values: How to Speak Your Mind When You Know What’s Right*. New Haven, CT: Yale University Press.