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Management studies represent some of the most popular areas of education in the world. There is a growing demand for management education that results from the realization of the significance of business knowledge and skills in order to succeed in the contemporary world. Managerial culture pervades more and more traditional professions today (Hatch, Kostera, & Koźmiński, 2005). Thus, managing has become part of everyday activities of various professionals and the practice of managing is not exclusive to professional managers.

Against this background, teaching management and business presents new challenges and is being criticized for being outdated, unattractive, and detached from real life (Mintzberg, 2004). Many authors also note a persistent lack of focus of humanistic knowledge and soft skills in educating managers (Case, 2006). Yet, these competences are crucial to succeed in the modern economy of knowledge.

It seems that these opinions are gaining momentum in recent years, and there is agreement between university faculty, business, and students that a significant change must happen if we are to adjust management education to meet the needs of contemporary and future reality.

One of responses in teaching methods to this crisis in education is the growing popularity of case studies. Originally developed by the Harvard Business School in the early 20th century, cases become popular all over the world in managerial education. However, with the rise of this popularity came a dilution of quality. While HBS remains a benchmark for top-quality case studies, many other schools in the world are publishing their own collections. While many of these are of top quality, others are not. Individual instructors are often encouraged to write their own cases. While this is an applauded idea that potentially may enrich students, bring the learning experience to a higher level and provide an enriching experience for the instructors themselves, authors are often left alone in their process of writing the case. There is little instruction being offered, and – if textbooks exist – they rarely take into account the context in which the case study will function. However, culture has an enormous impact on classrooms, and while the same case may be well received and fully understood by one group of students, it may prove a complete failure for others. Thus, the process of writing and teaching cases requires a lot of knowledge, sensitivity, carefullness and flexibility.

The idea for this collection surfaced during an experience of writing and teaching case studies in international environments by people trained mainly in the Anglo-Saxon tradition of authoring and delivering cases, but also teaching in other parts of the world to diverse audiences, predominantly in Central and Eastern Europe. This experience proved that case studies can be an attractive and appealing tool in the classroom. Cases, however, in terms of form, content, and delivery methods, need to be adjusted to specific audiences.
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This book is shaped by an impressive team of contributors: business education people who write and teach cases in real life in various contexts in terms of student population, topics, and programs. Thus, the chapters presented here offer an interesting blend of theory and practice. The book is not intended to be consumed as a single reading. Rather, it is a catalogue of shorter texts woven together with a passion for case studies that can serve as a useful resource at hand for management educators at various stages of their involvement in the teaching process.

The collection consists of three sections. Section 1, titled “Teaching with Case Studies,” focuses on case delivery in a classroom. This opening of the book originates with the conviction that literally all encounters with case studies begin with the experience of a classroom; students learn what a case study is by being part of a class where cases are used, and teachers, from the very beginning of their careers, are encouraged to use cases and usually they begin their case study adventure by using cases someone else wrote for their own purposes.

The section opens with Joseph Brady’s Chapter 1, “The Case Study: Much More Than Just Another Story.” It sparks the discussion by indicating substantial differences between traditional, lecture-based teaching and the importance of active learning in higher education institutions. The author highlights that training at higher education institutions is different from notions of teaching or pedagogy. It does not assume the superiority and all-encompassing knowledge of an instructor. Instead, it is more directed towards active, collaborative learning experience. Case studies are perfectly fitted to this aim of offering a depiction of real life in a classroom environment in which it is still safe to experiment. Cases offer room for reflection, illustrate heterogeneity of solutions to real-life problems, and encourage free thinking and innovating. Nonetheless, cases – from the perspective of teaching – are not the technique, as the author claim; they rather constitute a kind of artisanship. Case teachers carry a huge responsibility to not only guide students towards the “solution” of the case, but to bring a case to life in a classroom and create excitement around the case to fuel the imagination of students and engage them in a problem-solving exercise.

In Chapter 2 titled “The Pedagogic Possibilities of Student-Generated Case Studies: Moving through the Looking Glass,” David Starr-Glass reflects upon his personal experience of supervising students who were given the task of developing their own cases. Writing about the divergence between students practicing case studies in their education in huge numbers and their limited ability to write their own cases, the author concentrates on the question of how to overcome this discrepancy. Indeed, participant-centered learning, which is being largely preached in recent years (and its growing popularity of case studies constitutes a part of this trend), contains a trap. Even in the participant-centered philosophy of a classroom, it is still the instructor who makes decisions about what appears and happens in the classroom and what does not. If the instructor does not teach cases in a way that promotes innovation and free thinking, it remains painfully underutilized. This has consequences when students are asked not to examine/analyze/challenge the case they are presented with, but to conceive their own case studies. As David Starr-Glass points out, students then mainly focus on simple, narrowly focused cases that provide only an illustration of an existing theory. Something worrisome must then be happening: despite learning from cases for a prolonged time, students are not able to transform this experience into application to their own cases. So, regardless of the ambitions of the instructors and designers of educational programs, not all benefits of case study learning are being truly acquired by students. Too often students perceive cases as an illustrative picture of what is already known, rather than an opportunity to explore the ambiguities and complexities of real-life situations. Chapter 2 introduces the metaphor of a mirror, alluding to Alice in Wonderland. This serves as a way to introduce the main challenge that case study instructors
face: allowing students to pass through the looking glass to see wholly new possibilities of applying and developing knowledge from the case. With this approach, students will see that theory is something that enables and empowers them by opening, not limiting, possibilities. They will not see theories and cases as only reflections of the past, as in Alice’s mirror, but they will see them as gateways to the future.

The four remaining chapters in the first section of the book illustrate certain aspects of case teaching but placing them in specific contexts or by drawing on the personal teaching experiences of the authors. Marcin Wardaszko, in his illustrative contribution in Chapter 3 titled “Case Study Method in Simulation Game Design and Teaching,” draws parallels between teaching with case studies and with simulation games and explores the possibilities of how these two may be creatively combined in a classroom. In the first of the approaches he presents, case study provides a plot, or a narrative for a simulation game. In the second option, the case studies may be used along with games for education. In the third tactic, case study-based simulation games are geared towards driving cultural changes in organizations in Organization Development (OD) initiatives. As Wardaszko shows, both case studies and situation games belong to active teaching methods that may be used in experience-based learning; i.e. they are designed to induce the feeling of reality in participants and to transfer them, in a classroom situation, to real situations and real problems. The environment of simulation games can offer instructors of case studies a useful toolbox for enriching their case-based classes by offering instant feedback opportunities, thus enhancing the quality of multi-level dialogue between participants. Integration of cases with simulation games also gives some promising solutions to challenges within the contemporary classroom, with students being used to fast-changing technologies and the constant presence of digital media around them to the point where technology became part of the everyday lives of students and teachers today. Simulation gaming may therefore offer a delivery vehicle for case study teaching that may enable participants to relate to them. However, as the author pointedly shows, even with the most novel and attractive delivery methods, good practice rules for developing and selecting cases still hold; they need to be sensitive regarding context, engaging, and real in the message they convey.

In the fourth chapter of the book titled “A Living ‘CCC’ Case Study: A Business Focused Action-Learning Project,” Donna Velliaris and Janine Pierce present an account of an experimental experiential learning project based on a living case study (otherwise known as a live learning case). They discuss the conceptual underpinning of a living case study and present a discussion of the implementation of this idea in a business diploma program. The example is appealing because it describes efforts made on a level of a program design and implementation, which require extensive coordination work between various subjects and instructors. As the example proves, a living case study may be a resourceful teaching methodology that builds a real-life and dynamic context. Moreover, it allows participants to gain first-hand experience with most current conditions of doing business, be it parts of an economic, legal, social or cultural environment. This tool may be particularly useful in teaching audiences that are young and inexperienced in business, as it offers long-term and deep immersion in the reality of doing business. According to the living case study technique, participants build a (fictitious but realistic) company that then serves as a building block and point of reference for all subjects within the curriculum. The entire curriculum is centered and bound together by a common theme of the company. Participants have a chance to apply the knowledge gained within different disciplines within the curriculum of management studies on a company and witness how it changes the functioning of the entity in real time. So, living case study, contrary to a traditional case study, unfolds as does the students’ progress with their curriculum, and it is located in the present and future, not based on past events. It is always a work in progress that allows participants to impact directly the development of events both individually and collectively.
Zoltan Buzady in Chapter 5, “Resolving the Magic Cube of Effective Case Teaching: Benchmarking Case Teaching Practices in Emerging Markets – Insights from the Central European University Business School, Hungary,” presents a fascinating metaphor of a Rubik’s cube. Applying this metaphor, we can see how colourful and endless the possibilities teaching with case studies may be. This illustrates that there are almost countless options for teachers to use cases in the classroom. Buzady proposes a practical, micro-focused angle to guide instructors through this wealth of possibilities. In a step-by-step approach, he begins with the challenges associated with planning the class, then with leading it, following through to mentoring and advising students as the program unfolds and finally resolving difficulties that appear as well as addressing challenges. The chapter is based on the personal experiences of the author, teaching mainly students from Central and Eastern Europe at various levels at the Central European University in Budapest. Therefore, this text from this collection offers unique insights into the application of case studies in a non-Anglo-Saxon context, casting light on specific cultural problems that may flow from using cases in international settings. For example, the author discusses how to prepare CEE students to work in cases and emphasizes that a lot of effort should be put into the introductory phase of classes, since many students may encounter the case method for the first time, and it may be much different from the teaching techniques they are accustomed to. Also, there are many practical examples in the chapter regarding how to encourage students to actively participate in classes, how to overcome initial apprehensiveness and sometimes fear of instant feedback and open discussions. What is particularly worth attention in this text is also the interactional analysis on the micro level of what happens in a classroom when the case teaching method is used. The author discusses in detail what actually happens in a classroom, between whom the main interactions take place, and he analyses the relationship between the instructor and students as well as between students themselves. Such an analysis can trigger a very useful reflection in teachers, as quite often they do not realize that diverse interaction patterns that happen during the classes offer opportunities to intervene and shape the classroom experience in a very rich way. It is even more frequent because, today, there is a painful shortage of training focused solely on pedagogic skills and teaching training for the academic faculty. Most academic teachers are still self-made instructors who learn by trial and error, observing others, and experimenting.

The section of the book devoted to teaching with case studies concludes with Chapter 6 titled “Development of Knowledge and Skills with Case Method,” coauthored by an international partnership between Kaja Prystupa (Poland) and Omar Luethi (Switzerland). They offer a fascinating comparison of two different case study methods with an accompanying analysis of the relationship between their application and development of knowledge for participants. By sharing the best practices from both, the chapter offers a mini-handbook for those who face choices of how to design their own course and what specific tools to use in their context. Special attention is this chapter is devoted to the issue of students’ evaluation. It is, from a teacher’s point of view, an often neglected topic, yet it is – as practice shows – problematic to many instructors. It is also a moment that can cast doubt on the entire class experience. It is common to read in students’ evaluation that they liked and valued a particular class, but because of unclear, late, or perceived unfair grading, the overall score they give to the teacher is low. Students’ evaluation is then a particularly sensitive and demanding topic that does not get enough attention from many case study teachers. It is important to remember that, in case studies, criteria for grading are inevitably qualitative, therefore it is important to make sure that they are transparent, evident and understandable to the students. It is also crucial to remember that students’ assessment is an opportunity
to give feedback, which is, in turn, a necessary element of every learning experience. In chapter seven, authors share a catalogue of best practices in grading that should be helpful to case study instructors at all stages of their careers.

The second section of this edited volume is titled “The Art of Writing Cases for Classroom.” It comprises contributions by nine prominent authors, all case study writers and case study teachers. These chapters present a blend of theory-informed and experience-informed insights into the process of conceiving a case study. A common thought that reappears throughout all texts in this part is the concept of writing the case as an informed, knowledge-infused artistic activity. While there is a lot to be learned about the process of writing cases, it seems that, to be a good author, two elements should work together: consecutive focus on writing and teaching cases as well as training in writing itself.

The opening Chapter 7, “Combining Case Teaching and Case Writing Creatively,” Urs Müller and Martin Kupp, builds upon this idea of synergy between two processes that are inextricably linked if the result is to be a professional and attractive case study. As they claim, not only do teaching and case writing cases go hand in hand, but they also support each other. It is a two-way street; not only does writing one’s own case support its teaching – which seems obvious – but teaching also usually improves writing. Traditionally (as also the structure of this book reflects), case instruction and case authoring has been treated separately. This separation is useful but – we should not forget – a largely artificial and temporary construct. In reality, there is a large group of people who do both, and, to tell the truth, I have never encountered case writers who at some point have not been case teachers. It is also a good practice to “test” the case before it is published and disseminated among larger audiences. After testing, authors often rewrite or restructure the case study itself. Moreover, as Kupp and Müller remind us, there is an important instructive resource that should accompany all good case studies: namely, a teaching note. Leading the case discussion, or testing the case, helps enormously in composing a meaningful and truly useful teaching note that others would be able to benefit from. Chapter eight also sketches an important link among research, case teaching and case writing. Yet, for academics, there is one more area of crucial importance in which one can leverage teaching for writing their own cases and for conducting research activities. During classroom work on case studies, new material may be gathered and new ideas for cases may be generated, as they may come directly from participants. During case study discussions, participants usually willingly share their personal stories and construct narratives based on their experiences, and teachers may even include some kind of self-reporting or self-reflective assignment into the design of the programs. Such narratives may then serve as perfect raw material for developing case studies. Last but not least, as authors pointedly indicate, combining case writing and case teaching enhances the status of an instructor in the class. They can be seen then not only as an agent reproducing materials created by more knowledgeable others, but a respected creator and innovator who is really interested in the teaching process.

Michael Hamlin in Chapter 8 titled “The Application of Learning Sciences to the Design of Business Education Cases” takes a more conceptual approach, summarizing the heritage of learning sciences and laying out how it can be used in designing cases for management education. Yet, looking at theoretical knowledge generated over the years by learning sciences, we have quite vast knowledge about the psychological and sociological mechanisms that guide human learning processes. It would be wise to leverage this information to produce better case studies and possibly to the fullest extent assist participants to get knowledge and skills. Hamlin composes his contribution on the premise that managerial practice should
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deliver a combination of knowledge, cognitive and practical skills, and so it calls for particularly well-designed teaching approach. Situated learning methods that are discussed in this chapter provide such a framework that allows for constructing successful case-based programs and classes. In this chapter, the holistic nature of the classroom experience is also pronounced. This sparks a discussion not only about the technicalities of writing case and teaching them, but of composing and incorporating them into curricula that will not only make the learning experience more complete and attractive, but will also result in producing practitioners of high self-reflective and ethical competences. Case studies alone will not deliver this result. They need to be coordinated with the transformation of an entire learning environment. Learning sciences can provide helpful guidance in how this can be achieved. They, for example, indicate that broader use of technology can nowadays boost effectiveness of teaching with case studies. This focus on technology corresponds with earlier discussion of simulation gaming and case studies by Marcin Wardaszko. Together, Wardaszko (from the point of view of case delivery) and Michael Hamlin (from the point of view of case construction and incorporation into the curriculum and plan of the class) prove that the use of technologies can support instructors in achieving the learning goals, but only if its use is well justified and subordinated to the specific aims of the program/subject/class.

The ninth chapter, “Management Methodology: Crafting Creative Case Studies to Capture Concepts and Contexts for Course Clarity,” by Janine Pierce and Donna Velliaris presents a personal account of authoring and implementing two purpose-written cases in management courses for two different audiences. The narrative of authors here (in this aspect being parallel to earlier contributions by Buzady as well as Prystupa and Luethi) particularly sensitizes us to cultural diversity in classrooms. It evokes a reflection about case writing and teaching in general; this technique has at least two levels of impacting the educational experience. On the one hand, it is very universal. It is built on the human inclination to story-telling and ease of learning through narratives and through relating to the real-life experiences of others. This is something that links all humans, regardless of the cultural background they come from. On the other hand, however, cultures can differ dramatically in the way they shape interaction, including such interaction as classroom discussions and organization of teaching. Then, in practice, this has an effect on what is being done with case studies by participants of the educational process, what classes look like and what the work with cases look like. Therefore, it makes a lot of sense to talk about cultural diversity in relation of teaching with case studies, as the same text may provide firm grounds for differently looking classes, depending on numerous cultural and personal factors. As the authors of this chapter claim, case study teaching is a technique that is highly adaptive, provided that the instructor is aware of the existing differences. In relation to this discussion, one may even take it one step further and wonder about the content of typical teaching note. As our student audiences become more diverse, it makes sense to directly include experiences and advice that may prepare potential educators for possible alternations in how the case may be used.

Three subsequent chapters (Chapters 10, 11, and 12) take an instructional stance by sharing techniques used by experienced case study writers. Tomasz Olejniczak in Chapter 10, “ ‘Case Writing Canvas’: A Simple Tool for Managing Complexities of Case Development Process,” starts his contribution by discussing some limitations of the existing tools for building case studies. As he claims, although we have a handful of handbook-like teaching publications for potential case writers, for many, this process remains unclear and difficult. Moreover, many of these instructional publications do not recognize an evolving and iterative process of case writing. Yet, writing cases is not an act, but a process. Quite often, there
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are more people engaged in the process than the author in various stages of the case’s production. These may be field informants that help during the step of collecting material for the case, peers that are often first readers and reviewers of early drafts of the case; eventually also students who initially test the case and whose feedback may impact its shape. Instead of a widely used check-box approach (listing items that indicate actions ‘necessary’ for writing the case study), the author proposes an original tool called a case writing canvas. It is based on the premise that organization of the case writing process should begin with considering three logics that are interrelated within the process of constructing a new case: the logic of theoretical content, the logic of storyline, and the logic of classroom delivery. Case writing canvas offers an insightful and practical alternative for all case writers. Moreover, it assists with composing a meaningful teaching note. By requiring authors to consider all three logics at the same time in the process of bringing a case study to life, it promotes a balance between a focus on teaching goals and the attractiveness of the case, and this conceptual focus is quite often in the very background of case study production. As the author here reminds us, in most regular study programs, cases are used in classes that not only shape skills and competences, but also have a basic aim of transferring knowledge: familiarity with concepts, models and theories. A good case can achieve these aims simultaneously.

In Chapter 11, “Writing a Case Study: Research Design,” Anna Pikos focuses on the preparation and data collection stage of writing a case study. She analyses fields that can be useful as potential sources informing a case study. While the chapter is constructed upon a classic model of dividing cases into field-researched, desk-based and armchair, the main focus is on those materials that can come from the original author’s projects (research-based case studies). This kind of case is, however, the most engaging in the two-fold meaning of the word. First, it involves much effort on the side of an author who turns into an investigator and gains first-hand knowledge about events often from people engaged at the frontline of events. Second, later on in the teaching, this is very appealing material for students, as it feels authentic and often allows for parallel observation of how events unfold in real life or to see the aftermath of processes and events discussed in the case. Chapter 11 by Anna Pikos gives in-depth and comprehensive discussion of issues that arise for authors with an ambition to produce such research-based case studies. The field research process is presented in a way that reveals the practical experience of the author, and it draws attention to issues that usually turn out to be problematic. The advice offered may be particularly useful for readers working in environments with an emerging culture of cooperation of academia with organizations where mutual trust and institutional safeguards of such cooperation are not well established yet (here the author presents the example of Poland). The contribution begins with the question of how to identify potential case sites (for example, how you can leverage your existing networks and use them as sources of information about the case study. One can use students and alumni as an active teacher, one’s personal circles such as family and friends and even everyday media content (news, stories, interviews or debates). A lot of attention is focused on how to establish a fruitful relationship with the site one has identified for a case study. There are a lot of real-world issues that are known to every experienced case writer but often go underestimated in handbook discussions about writing case studies, or simply are taken for granted. Developing mutual trust is crucial for success at this stage; otherwise it may be impossible to collect meaningful and truthful case material, as well as get the case authorized later on. Then, the author introduces research techniques that can be used at the phase of gathering information, with special focus on the most common one – interviewing. What may strike the early-stage authors of a case study here is the discussion about the formalities and then follow-up of the
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research process for cases. Once we collect the material, we usually feel pressure to get it to testing and publishing as quickly as possible. One should, however, not forget about authorization, legal obligations connected with revealing sensitive information, and follow-up with the organization. Overall, the picture that emerges from this piece proves that the process of composing research-based cases is indeed challenging and time-consuming, but also rewarding in the long term for the author.

Concluding this section of the book devoted to case writing, in Chapter 12 titled “Best Practices for Writing Case Studies,” the co-authors Justyna Starostka and Bartłomiej Kurzyk describe their original best practices in writing case studies for business education, placing it against a background of vast literature. This chapter resembles a “handbook in a nutshell,” summarizing precepts for case study writers from most popular authors in the field. The chapter is divided into three parts: short recap about case study development process, the case study content and options for its structuring, and the development of teaching note as necessary accompanying material that completes the case. The appendix contains the “checklist” that constitutes an approach different from Olejniczak in Chapter 10, which presents an easy-to-navigate guide for case study developers. Reflecting their experience of authoring numerous case studies on diverse topics, the authors conclude that, as in almost all areas of professional life, “practice makes mastery.” In other words, the more case studies one reads, works with and writes, the better chances they have to become a good case study author. This chapter nicely completes a set of chapters that together presented an overview of approaches and techniques that may be employed in the case study development process. Taking into account the variety of perspectives, I hope that it will persuade early-stage writers that authoring a case study can be a thought-provoking and fascinating enrichment of their careers. Experienced case writers, in turn, will find here alternative approaches they can apply to break the routines and explore new possibilities in their writing processes.

The third section of the book, titled “Challenges of Case Method in Specific Contexts,” begins with a Chapter 13, “Case Study as a Teaching Tool in Marketing,” by Marcin Awdziej, providing an illustration of how a case study may be formed, considering the specific requirements of the marketing field. It is often claimed (and texts in the first part of the book give flavor to this discussion) that case studies are perfectly suited to bridge the rigor-relevance gap in management education, or – in other words – the theory/practice divide that is a painful problem of contemporary business education. Marcin Awdziej in his piece show how cases can be authored for usage in marketing classes, bridging this proverbial gap. Apart from the traditional case study writing that has been the subject matter of chapters in this part of the book so far, he talks about alternative methods of case production and presentation in the classroom. Three techniques are discussed: live case study, participative writing case and a web-based case study. While the live case study technique has already been extensively discussed and illustrated with specific examples by Donna Velliaris and Janine Pierce, the two following types deserve special attention: participative writing case and web-based case study. Both types elicit some answers to omnipresent calls for engaging business students more in classroom discussion, creating real-life environments in business schools, and – throughout these processes – improving students’ social competences and management-related skills. The participative writing case is based on field studies conducted within companies by students. They work on real marketing problems: they first collect data in the firms, then collaborate with their peers to write case studies finally perform ‘traditional’ case study analysis in class when the company representatives are present. Web-based case study, in turn, is a technique that leverages the ubiquitous information available on the internet today. It capitalizes on the fact that students often
do not need to physically travel to the company to find meaningful data and acquire deep knowledge about companies. As Awdziej rightly notes, this particularly holds true for management areas such as marketing. In web-based case study, the unit of analysis can be flexible: it can be a company, a department, a single campaign or a brand. This technique deserves attention because, given the current trends of digitalization and omnipresence of the world wide web, it will surely increase in popularity. Right now we can observe that students move online in the way they search and analyze information. While web-based case study will almost surely become dominant in the classrooms (even as small short-term exercises), it is important not to forget that they should adhere to quality standards of professional case studies, which require efforts on both sides – by instructors and students.

Chapter 14 titled “Gap between Theory and Practice in Management Education: Teaching Entrepreneurship through Practice,” authored by Elona Garo, brings the experience of a case study teaching in Albania, a post-soviet country still in cultural transition that pervades almost every aspect of social life, including education. Elona Garo discusses this change in the context of teaching entrepreneurship. As she concludes, one of the elements of the heritage of a former system is a sore lack of entrepreneurial skills among students in Albania. Case studies, famous for the focus on experiential learning, may help in overcoming this difficulty. But, as this chapter argues, case alone, although very beneficial for students and teachers, will not do if the reform does not involve more complex solutions that would impact the entire system of higher business education in the country. Case studies, thus, may be an addition to a complex solution, but applied in isolation probably will not make a big difference. This is important as a warning that classroom experience consists of much broader elements than only teaching techniques (also curriculum design, institutional frameworks, business environment, educational policies, etc.) and case studies, if introduced in isolation in the environment that does not support interactive and engaged learning, may prove to be a source of disappointment rather than satisfaction.

The collection is concluded by Pavel Lebedev’s Chapter 15 titled “Case-Based Teaching in Short-Term Management Development Programs: Opportunities and Challenges.” The author here offers an executive education focus, placing in the center of his discussion case study recipients conceptualized as customers. The conditions, pros and cons of using case studies in short-term development programs and educational programs are debated within this chapter, reflecting upon personal experience of the author. Furthermore, the chapter presents two short case studies using ion executive education programs and applies these examples to ask some crucial questions: are cases aimed at executive audiences written in a different way than business cases in general? Or should we rather talk about different teaching styles? How do programs of tailor-made profiles differ from open enrollment programs in terms of case study teaching? As the examples provided in the concluding passages of the book demonstrate, cases can have great potential in executive education, because this is where their skill-building qualities can often be most leveraged. In programs for practicing managers, the aim is less about transferring knowledge, but rather eliciting knowledge from participants, as they are often more experienced practitioners than teachers and authors of cases themselves. Case study work assists also in reaching the “soft” goals of programs, such as group integration, development of communication competences, analytical skills and critique building. Cases are also great ice-breakers, as they give the floor to the participants to present their viewpoints and share experiences. Pavel Lebedev’s experiences in using cases in executive education may be useful, not only for case instructors, but also for program and curriculum designers. Several factors determining the effectiveness of using cases in such programs are discussed that may help in thinking
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about a good educational offer, including customer needs and teaching strategy, learning environment, time-budget constraints and technology that is preferred by the customer and at the disposal of educators.

Overall, the chapters presented in this book offer a variety of perspectives on composing and using case studies in the practice of teaching business and management. The main strength of this collection is its diversity in terms of authors’ regional and educational background, authors’ individual experiences in business education, unique and broad topics covered and the inclusion of themes that have sometimes gone unnoticed in the mainstream discussion about case study writing and teaching. It constitutes a fascinating read for both the beginning and experienced proponents of case study method as well as for those who are considering its use in their careers.

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