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The case-based pedagogy in business schools: Should it go alone?

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Abstract

Most of the leading business schools around the globe today have adopted the case-based pedagogy. Eventually, it has gained acceptance as a dominant learning and teaching method at business schools in the world. Even outside the business schools, e.g., in social science studies, medical sciences, and criminology and psychology studies, the case method of research and teaching is widely getting recognized and practiced. But the case-based pedagogy should not go alone, especially in business schools. It must go with invitational-classroom and transformational-learning. In business education, a case-research is pre-dominantly teaching-case-development-centric. Conducting research with the case-study method for a teaching-case-development, and studying and reviewing a case for a case-study-analysis necessitate different measures and procedures. Considering such differences, the write-up addresses the procedural aspects of writing and analyzing a robust business case. Importantly, the article strongly justifies the sustained competitive advantage of case-study-analysis-based schooling, and how it must go with two other prominent teaching-learning methods – i.e., invitational-classroom and transformational-learning.

Keywords: Business-school, case-based, invitational-classroom, transformational-learning.

1. Introduction

In business education, case-study-method research is supposed to be a typical teaching-case-writing oriented. Theoretical deliberations for teaching-case development and usage are fundamentally different from those of other products of the case study research. A study for a teaching-case-writing involves both the research and analytical strategies. This compels an empirical inquiry and systematic investigation of phenomena within the real-life context of an entity. Also, it makes a logical analysis of the associated shreds of evidence.

Case writing is pragmatism based, and it is grounded on the case-study based research techniques- i.e., observation, analysis, indicator-based measurement, and realism-bound focus to reveal the truth. On the contrary, case analysis is critical realism-focused that entails critical reasoning along with the strategic management approach to diagnose the problem, analyze the phenomena, and lead toward the goal of getting the solution fit and relevant in the multiple realities; thus it involves multiple observations and procedures, each of which may hold a differentiated error. To minimize the special effects of any unexpected measurement error, a case analyst makes a methodical analysis upon problem identification to search for several solution options with the interaction of internal and external merits and hurdles of the likely strategic solutions.

The learning objectives of the paper are to keep the readers informed about the “case-based pedagogy” along with the “invitational classroom” and “transformational learning,” make students familiar with the business-teaching-case writing styles and build the learners’ confidence in analyzing business cases systematically. The relevant courses for the paper to get utilized include entrepreneurship development, and human resource management for the BBA program, strategic management for the BBA and MBA programs, and strategic marketing, strategic human resource management, and leadership and management in organizations for the MBA program.

While the theoretical frame of the concept paper embraces the “case-based pedagogy” along with the “invitational classroom” and “transformational learning,” the study methodology includes the naturalistic inquiry “case research method” for the case writing stage and epistemological view "post-positivism" for the case analysis stage.

2. Pedagogy and andragogy

The Times Educational Supplement “Tes magazine” defines the term “pedagogy” simply as to the teaching technique and practice – the way faculties and instructors deliver the course curriculum content to a class. The differences in the age of students and content being delivered may influence a teaching-faculty to select instructional practices to run through (Tes Editorial, 2018). Thus, the term “pedagogy” simply refers to the science of teaching-learning and state of the art of delivering lessons. The term “andragogy,” however, emphasizes to the adult learning only (Talukdar, 2020). Knowles (1984) opines that “andragogy” refers to the teaching method and style that can exclusively help adults to learn.

While “pedagogy” seems to be an old school of thought enriched with vast research out-puts and a literature stream, the “andragogy” is relatively a new school of thought. In 1833, German educationalist Alexander Kapp introduced "andragogy" as an associate term of the education philosophy or learning theory, originated from the “Platonist school of thought” persuaded by a primitive Greek philosopher Plato, an apprentice of Socrates and the teacher of Aristotle. Kapp’s perspective portrayed introductory and very limited understanding of the term; the gap of which was fulfilled to a certain extent after 88 years in 1921 by another education scholar.

Rosenstock in a 1921-report reused the term “andragogy” to explain the requirement of adult schooling that requires distinctive teachers, approaches, and teaching philosophy (Nottingham Andragogy Group, 1983; Smith, 1996, 1999, 2010). Andragogy as the learning approach, however, applied in the 1960s to compel unique features of adult teaching and learning and as the process of connecting matured learners in the construction of more relevant and effective learning experiences.

Later on, Malcolm Shepherd Knowles, an American scholar, transformed such an evolving adult learning approach into an adult education theory, commonly known as andragogy theory. Knowles’s 1973 book titled “*The Adult Learner: A neglected species*” shifted the theoretical lens of adult education to practical adult schooling (Knowles, 1990). Figure 1 discloses Knowles’s four implementing principles of the theory of andragogy.



Figure 1: Knowles's four principles of andragogy

Source: Point Park University, 2016

Knowles's four principles in implementing his andragogy theory help shape the adult learning process effectively. Thus in effect this helps engage learners with the learning instruction and assessment process design, and in producing relevant learning outcomes. Knowles then along with Holton and Swanson extended this theory to the inclusive perspective of human resource development (Knowles et al., 2005).

Notably, Kapp's perspective of "andragogy" helps relate it to the origin of the term "*andras*" (*man*) that distinguishes it from "*paidi*" (*child*). Davenport, however, used the original Greek words "*andr*" and "*paid*" instead of "*andras*" and "*paidi*." He also used the ancient term "*agogos*" that meant leading, which is related to the Greek word "*ago*" meaning guide (Davenport 1993: 114). Figure 2 below shows differences of the terms with the Greek literary origin.

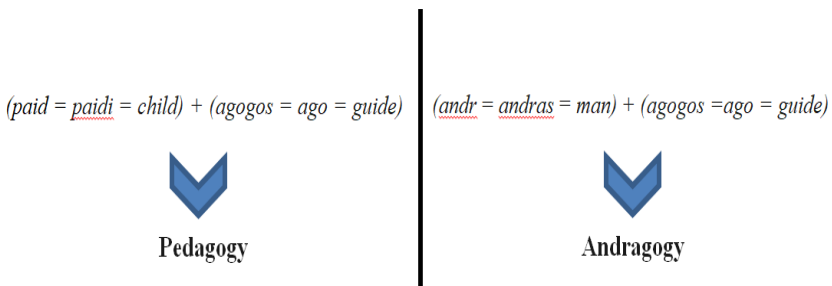


Figure 2: Greek literary origin of the terms "pedagogy" and "andragogy"

While both "pedagogy" and "andragogy" address education approaches and strategies, each of them hold a distinct school of thought or unique educational philosophy. Precisely, while "andragogy" implies self-esteem, experience-sharing and problem-solving driven approaches to be used in facilitating education for adult learners, the "pedagogy" seems to be a teaching method that makes students heavily reliant on structured contents, faculty's regulation and assistance, and formal assessment.

The old school of "pedagogy" appears to focus on children's education only. It provides a general impression that for the mature students – aged 18-year plus – need the "andragogy" to be exclusively applied. But in practice, this is not feasible, and there is no conclusive research to support this hypothesis. Even, the undergraduate programs of universities heavily depend on "pedagogy."

As a couple of years pass and the students grow with the rich knowledge and diversity, and get adapted to the university learning culture, a limited magnitude of "andragogy" is adopted to apply to them alongside the "pedagogy." While the graduate programs follow a mixed-method of "pedagogy" and "andragogy," the professional courses, for instance, diplomas, seminars, workshops and training programs, and continuous learning, as well as non-formal education programs widely use the andragogy theory.

As students learn in different ways at different ages, the "pedagogy" should not be a "one-size-fits-all" style. Thus, the emergent of a new school of "pedagogy" – i.e., developing diversified pedagogical teaching methods for different aged people – becomes an inevitable reality. Regardless of the graduate or undergraduate programs, but especially at the graduate programs, many business schools today in the globe use the trendy pedagogical approaches and an advanced andragogy-based method – which are being discussed in the next section.

3. The dominant teaching method in business schools

The topmost business schools around the globe today have accepted the case method of the teaching-learning approach. The rest of the business schools around the world have also appreciated the effect of such a pedagogical technique. Consequently, it has gained acceptance as a dominant learning and teaching method at business schools in the world. Even outside the business schools, e.g., in social science studies, medical sciences, and criminology and psychology studies, the case method of research and teaching is widely getting recognized and practiced.

Traditional lecture-based teaching is old-fashioned and eventually, it becomes outdated in the university education system, particularly at business schools. Now faculty members of business schools cannot solely depend on the PowerPoint-based lecture method of teaching. Moreover, following just single-book-based lectures becomes extremely outmoded and obsolete at the university-level teaching. Today, a university faculty's presentations are supposed to follow several books, scholarly articles, cases,

and other reading materials, while it is a must-follow practice for graduate-level teaching.

When the “case-based pedagogy” becomes a dominant teaching method at business schools, and elsewhere in universities around the globe, it should not go alone, especially in business studies. It must go with the “invitational classroom” and “transformational learning.” The “case-based pedagogy” and the “invitational classroom” are two pedagogical approaches, while “transformational learning” seems to be linked with the “andragogy.”

3.1 Case-based pedagogy

Aundrea Kay Guess, one of the advocates of “case-based pedagogy,” opines that case-based lessons connect learners with the complication that derives from the environments of the related academic as well as a practical field (Guess, 2014). While scholars and instructors talk about the case method of teaching-learning, it sounds great. But in practice, some innate challenges are evident relating to case-based schooling.

For example, the academic reading materials on “case-based pedagogy” and for developing a good business teaching-script are limited and outdated. Secondly, many of the business schools that have incorporated the case method of schooling hold few trained instructors and faculty members to use the case method of instruction. Thirdly, many of the schools invest little for the development of the faculty competence comparing to the set expectations in this regard. Finally, most of the available business-teaching cases seem to be boring and dull, which may fail to build a compelling angle and get substantial attention to the class (Talukdar, 2020).

3.2 Invitational classroom

Pedagogical scholar Parker J. Palmer studied to explore a frontal teaching-learning mode, confronted the traditional approaches of schooling, and introduced the term “invitational classroom” (Palmer, 1983 & 1993:71). Palmer’s viewpoint is that knowing, teaching, and learning together is a central part of education – and their collective purpose is to look into the community and its development. Palmer recognizes teaching as a co-creating and co-learning area where obedience to truth is determined. According to Palmer (1983 & 1993:69), “*to teach is to create a space in which obedience to truth is practiced.*” Considering Palmer’s point of view, Talukdar (2020) opines that teaching case is the best influential pedagogical instrument to gratify Palmer’s doctrine.

Palmer points out that co-learning holds three fundamental dimensions: “openness, boundaries, and an air of hospitality”(P.71). He argues that “an air of hospitality” (P.71) may enable an inviting atmosphere. Palmer’s judgment regarding “hospitality” is that “receiving each other, our struggles, our newborn ideas, with openness and care” (Palmer, 1983 & 1993: 74). He observes that both the teachers and learners get positive experiences when the classroom becomes invitational (Palmer, 1983, 1993, 1998 & 2007).

Based on Palmer’s pedagogical contribution – i.e., “invitational classroom,” Purkey (1992) has developed the “invitational education theory,” which is generally known as “invitational theory.” According to Purkey (1992), there are four pillars of “invitational theory”: “respect, trust, optimism, and intentionality.” Betty Siegel’s name is also associated with the “invitational education,” in addition to the William Watson Purkey. Both are co-founders of the “International Alliance for Invitational Education (IAIE).” Invitational teaching emphasizes on the significance of internal knowledge, the existing educational system, and external connections to the world that together leads to develop a positive self-concept and productivity of the students within the school environment (Zeeman, 2006).

In business studies, invitational education is important as it appreciates all five domains of organizations in the education process: “people, places, policies, programs, and processes.” These five domains could either build or destroy the moral, intellectual, emotional, physical, or social potential of internal and external stakeholders of an organization or institution (Purkey and Novak, 2015).

3.3 Transformational learning

Transformational learning is the academic contribution of Mezirow. Adult educationalist Jack Mezirow enunciates “transformational learning” as a means to impact-focused teaching and learning, and structural shift of knowledge, thought, established beliefs and feelings, and assumptions in learning (Mezirow, 1978, 1981, 1997 & 2009). It heightens two scientific teaching-learning accomplishments - i.e., reflective journaling, and case-study analysis - to uphold critical reflection through critical thinking.

The featured statement of Mezirow (1997) – “Critical and autonomous thinking must take precedence over the uncritical assimilation of knowledge. Transformative learning is a route to the development of critical thinking”- is influential. The thrust of the “transformative learning theory” of Jack Mezirow is that “transformative learning is a theory of adult

learning that utilizes disorienting dilemmas to challenge students' thinking. Students are then encouraged to use critical thinking and questioning to consider if their underlying assumptions and beliefs about the world are accurate” (Learning Theories, 2020). Considering the spectacle of the “transformative learning theory,” it seems that such a theory fundamentally guides faculty members and instructors to ask the matured learners creative questions, involve them in critical thinking, and let them do a critical reflection.

Notably, creative questions denote the original, resourceful, and inspired questions that challenge the students' thoughts, inquire what they admit as true, and what variance and transformation they comprehend between the classroom learning and the real-world. It helps business school students deepen thinking, excite inquisitiveness, and reinforce curiosity and enthusiasm to do investigation and analysis (Talukdar, 2020). While critical thinking allows learners to look for relevant data and information, frame evidence-based and context-specific inferences, and construct interpretations and make judgments (Brookfield, 2012; Rowles, 2012), the critical reflection is undoubtedly the output of critical thinking.

4. How does the case create a competitive advantage?

Writing and analyzing talents are central to robust schooling that helps not only the learners themselves but also the community and organizations they are expected to serve. Case writing and analyzing capabilities generate a sustained competitive advantage for undergraduate, graduate, and postgraduate students in universities. It also creates a competitive advantage for the university teaching faculty members. Case study analysis helps students, practitioners, and academics understand the real-world context, problems, and phenomena of the entity (Talukdar, 2020).

When a case study analyst identifies and analyzes a problem of a real-life story of a case entity, and explores deliberate solutions to the challenge by employing practical recommendations and implementation plan, these all together helps the case analyst develop aptitude in diagnosing the problem, formulating the strategy, and developing the implantation plan in the professional life.

Increased and continual practices of business case-study analysis make a young professional ready to behave like an experienced expert in portfolio management, problem-solving and decision making, business strategy making, contingency plan development, and in creating a sustained

competitive advantage for the organization. Thus, a good case analyst could quickly reach to the top management position.

In business schools, trained teaching faculty members on case study analysis, prepare the students as business-case analysts through transferring the appropriate knowledge on planning procedure and strategic management. Contrary to the planning process and strategy-making that are future-focused, business case study analysis is at all times concerning the past, although central to the case analysis is problem analysis, strategy articulation, and implementation plan development. Nonetheless, the business teaching case development that is case research-centric seems to be recent past, contemporary, or past.

The world became highly troublesome and difficult with contingency factors since the late 20th century, which led the 21st-century organizations to be resilient and adaptive with the environmental concerns keeping the open system organizational theoretical locus in front. COVID-19 pandemic situation, for instance, forces the education sector, especially the higher education sub-sector, to develop a tailor-made new strategic business model. Thus, how and to what extent a robust contingency plan and agile management can be responsive to encounter and overcome emergency and pandemic situations in a world of changing environments and evolving business climates, the business school students can gain such knowledge and experience though analyzing relevant real-world business cases.

So, how does a business teaching-case look-like? Nokia, for example, was a market leader in the mobile phone apparatuses in the early 21st century. Suddenly Samsung came with the touch-phone technology, and eventually, it has become the market champion with smartphone technology. Then, what has happened to Nokia? Has it died? What exit strategy has Nokia followed? This could be a good business teaching-case to develop.

Another example, while many of higher education institutes have failed to respond to the emergence of a new strategic business model to encounter the COVID-19 pandemic situation, the American International University-Bangladesh (AIUB) has become a role model as the first university in Bangladesh by shifting with a strategic move within days of the initial COVID-19 outbreak in the country.

In this context, AIUB could be a good case entity. The case writer could focus on the operational robustness and competitive advantage of the strategic alternative business model of AIUB, as well as on its effectiveness and strategic sustainability. The case writer may also focus on how strong

was its contingency plan, and how much agile was its management to be responsive to encounter and overcome emergency and pandemic situations?

According to Guess (2014:123), case-based lessons connect learners with real-life circumstances, and with the involvedness run into the environments of the associated pedagogical domain.

“As a college instructor is your pedagogical style one that involves lecturing from prepared notes, controlling the discussion, providing ‘right’ answers, and being the ‘expert’ on the topic of the day? If you answer ‘yes’ to this question, your style is somewhat traditional – much like what most of us experienced with our college professors. If you prefer to be a ‘guide on the side’ (a facilitator) not knowing what students may say or how they may choose to solve a dilemma and you allow students to energize the class because of their excitement to share their learning, then you likely already are using case-based pedagogy” (Guess, 2014:113).

Teaching with the case-based approach obliges teachers and instructors to make clear the class involvement on the first day that the semester starts, emphasizing the importance of students’ preparation with the specified cases and other reading materials, and of their class participation for making the greatest contributions in the class (Talukdar, 2020). Gioia (1987) observes that encouraging learners towards class contributions is harder than preparing them to be just responsive in the class.

According to Gioia, contribution stretches a couple of points:

“Intellectual involvement and sharing of knowledge, and knowledge construction” (Gioia, 1987:16). “Concentrating on contribution causes people to think about what they are going to say, instead of simply blurting out ill-considered opinions, superficial observations, and irrelevant personal examples” (Gioia, 1987: 19).

As pointed out in the previous section, case-based schooling does not stand alone; it must go along with the “invitational classroom” approach, and the “transformational learning” method.

5. Business teaching-case writing and analyzing

Research with the case study method could produce a case research report, health case report, case research article, or a teaching case. Thus, a business teaching-case is one of the outcomes of a case study research. Writing a teaching-case is supposed to yield a qualitative or qualitative and quantitative mixed form of data and evidence. Nonetheless, it is unrealistic to shape a teaching-case exclusively based on a quantitative research

methodology. Considering its storytelling nature, business teaching-case is predominantly a qualitative school of thought (Talukdar, 2020).

Unlike social science schools, a business case entity seems to be an organization, but the case focus may be diversified with intersecting strategic aspects, for example, relating to gender responsiveness, contingency factors, environmental aspects, long-run business goals, or organizational structure, policy, system, strategy, and culture issues. It may focus on portfolios like finance, marketing, management, human capital management, operational management, or management information system. Yet the protagonist of a case could be an internal or external stakeholder or even a client.

Conducting case-study research for developing a business teaching-case and analyzing a case necessitate different techniques and competencies. According to Talukdar (2020), the analysis could start only when a case is already produced. Case writing requires storytelling and persuasive essay writing talents, while case analysis needs a speedy reading, analytical, and interpretation aptitudes. Table 1 displays the variance and originality between writing and analyzing a case.

Table 1: Writing and analyzing a case

Writing a case	Analyzing a case
<i>Writing a case necessitates conducting systematic case method research on the unit of analysis or the case entity.</i>	<i>Analysis of a case necessitates reading, reviewing, understanding, screening, and scrutiny of the case facts.</i>
<i>It requires storytelling, persuasive essay writing, and compelling angle development abilities.</i>	<i>It requires speedy reading, analytical and interpretation talents.</i>
<i>The case writer is a researcher, storyteller, and essayist, or a scriptwriter.</i>	<i>The case analyst is a critic and strategist.</i>
<i>The purpose of writing a case is to frame, investigate, and document a case as a point of reference and lessons.</i>	<i>The purpose of a case analysis is to learn lessons from real-world stories and gain analytical capability.</i>
<i>It could be used as a teaching-material for undergraduate, graduate, and post-graduate levels, as well as a living document of professional lessons learning.</i>	<i>The real-world lessons learned from analyzing cases could be utilized in strategic planning exercises as well as in the problem identification, diagnosis, and solving process.</i>

Source: Talukdar, 2020

Table 1 unveils some crucial facts. While the case-writing is research-centric, the case-analysis is review tending. Consequently, the case writer is a researcher as well as a storyteller, while the case analyst is a critic, policy analyst, and strategist. Notwithstanding Talukdar (2020)

observes two connecting points between them: First, “detailed scrutiny of the facts is the homogeneous spirit in both works.” Second, “despite such differences in aptitudes and processes of writing and analyzing a case are being evident, the academic purpose of a case development is to get it analyzed in the classroom as a pedagogical instrument.”

5.1 Writing a business case?

Case writing is nearly scriptwriting or storytelling. It differs from the short stories and novels, considering its focus on the real-world. In business studies, teaching cases are essentially factual narratives. Table 2 below shows the steps and techniques to be followed, as well as focus points to be considered in case writing.

Table 2: Case writing techniques and well-thought-out points

Business case writing	
Steps and techniques	Focus points
<i>Yielding a precise, upfront, and magnificent case title - with a very few words.</i>	<i>Selecting an entity or unit of analysis that is termed as the case.</i>
<i>Developing an opening statement with the origin of an entity, and then putting the theme or signature tune as well as case focus - without a formal introduction.</i>	<i>Developing a compelling angle and central character or hero/heroine/protagonist of the case, as well as a draft outline of the case.</i>
<i>Putting the vision-mission/purpose and context of the business entity - with appropriate subtitles.</i>	<i>Framing the business as an associate character of the case, and doing enough research with the case study method on the entity and the focus area.</i>
<i>Relating the phenomena, consequences, and prospects with the case problem(s) and complexity of dilemma - storytelling approach with appropriate subtitle.</i>	<i>Gradually revealing the protagonist’s tune in one’s own words</i>
<i>Developing further narratives by addressing the facts concerning the routes toward overcoming the challenges, tackling the dilemma and trade-off, and indicating the decision or actions if taken in this regard - storytelling approach with appropriate subtitle.</i>	<i>The ending is supposed to spring up the impression of a short story without a formal conclusion.</i>
<i>Putting sufficient data and evidence with figures, charts, and tables as exhibits of the developed case - but not in the body of the case.</i>	<i>By the end of a case study, the readers or analysts are supposed to find themselves as the protagonists of their own stories.</i>

Source: Talukdar, 2020

5.2 Analyzing a business case?

A business case-study analysis starts with recognizing the case-entity and its background substantiation and understanding the case context, facts, and phenomena. A case-analysis then requires identifying the problem area and diagnosing the business problem, scrutinizing the solution options, and suggesting the most practical solution strategy along with the suitable recommendations or strategy implementation plan. Figure 3 below demonstrates a comprehensive outlook on how to systematically analyze a business case.

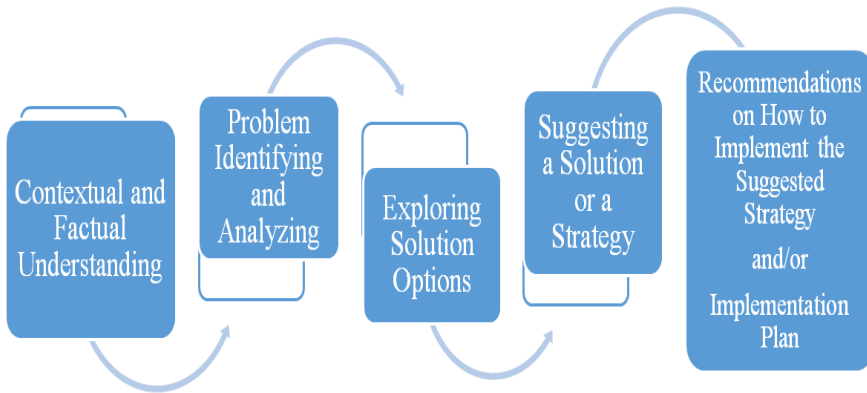


Figure 3: Comprehensive case study analysis framework

Source: Adapted from Talukdar, 2020

Talukdar (2020) has made a splendid analysis of the substance of figure 3 (see Appendix).

6. Conclusion

In essence, the case study as a research methodology is inclusive for developing both a business teaching-case and a research-report or a research-article. Exhaustive differences concerning the end products are still being evident at the design considerations of the case-study research – i.e., in research design, data-set pattern, study route and approach, and the end product outline.

While all leading business schools around the globe have accepted the case method of teaching as a dominant pedagogical approach, it cannot be a sole approach for the teaching-learning. Yet under-graduate programs of business schools are heavily dependent on old-fashioned PowerPoint presentations-based-lecture method. Besides, “invitational classroom” and

“transformational learning” are increasingly becoming an integral part of graduate and undergraduate programs of business schools at universities, alongside the “case-based pedagogy” and traditional lecture method of teaching.

An increased number of business schools are now utilizing business cases as the trendy teaching-learning materials for the classrooms and building learners’ competences for confidently analyzing as well as writing business cases. Undoubtedly, analyzing a wide range of business cases helps students of business schools grow with strategic aptitudes. It brings them into the light of the real-business-world exposers and problem-oriented experiences and makes them confident in the isometrics of business-model, business-strategy, sustained competitive advantage, and implementation plan formulation.

Notwithstanding without “invitational classroom” and “transformational learning” approaches, the “case-based pedagogy” alone is unlikely to bring effective results. In effect, “case-based pedagogy” works well when it goes with the “invitational classroom” and “transformational learning” alongside the conventional lecture-based approach.

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The author declares that no competing interests exist, and the article followed all ethical standards for research.

Author’s contribution

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Disclaimer

The views and opinions expressed in this article are those of the author alone and do not necessarily reflect the official policy or position of any affiliated agency or institution of the author.

Appendix

Box 1-A: Analysis of the case-study-analysis framework

“The case analysis starts with understanding the case entity, context, and facts, which requires reading the case a couple of times. Once the context and facts are clearly understood, the case analyst carefully identifies the problem area of the case and makes a diagnosis to point out the problem exactly, followed by a systematic analysis of the problem. Analysis entails revealing the magnitude, dimensions, consequences, and causal relation of the problem. If the problem is correctly diagnosed and analyzed, the case analysis is half done.

The case analyst at this stage focuses on exploring solutions options. It is a critical part of the case analysis. It requires knowledge of strategic management. It explores multiple solution strategies considering the strategic planning process. Each of the solutions or alternative strategies follows a systematic process of triangulation of internal and external influential aspects of the case entity concerning the diagnosed problem. In other words, each of the solution options goes through internal Strengths & Weaknesses (SW) and external Opportunities & Threats (OT) analysis, termed as Strengths & Weaknesses, and Opportunities & Threats (SWOT) analysis.

The case analyst then compares the weighted average scores from the weighted score matrices of SWOT analysis results. Usually, the best solution is one that carries the highest average score (i.e., average positive minus negative scores) in this regard. But this is not always true. There might be other aspects or factors to be considered including the fitness and relevance of the solution to the case entity. Also, SWOT is just a commonly used example of an assessment and decision criterion by which to judge the different options. Depending on the case and situation, the decision criteria may be different. Thus, the analyst suggests the best fitting solution or strategy for the entity with appropriate justification. Finally, the analyst puts forward recommendations on how to implement the suggested strategy and/or fixes an operational /implementation plan”

Source: Adapted from Talukdar, 2020

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