

# Showcase

Issue 11: October 2023

## Editorial

IIMCCRC welcomes you to the 11th edition of its newsletter, "Showcase", in its pursuit of connecting with its stakeholders, primarily the faculty, case writers, and our alumni.

We are happy to have added the following cases to our rich case repository. The cases belong to multiple fields .

- *Utkarsh – Productivity Enhancement Initiative at HPCL*
- *Consumer Behavior During a Pandemic: A Rural versus Urban Comparison*
- *Medinova: Expansion in Rural Sector*
- *RMVs Dilemma*
- *The curious case of mandatory CSR in India: Instance of a paradigm shift or an ineffectual imposition?*
- *ReNew Power: Listing through SPAC*
- *ABCD Bank: In search of factors affecting its interest income*
- *Dokra Art – Marketing a Dying Art at the BOP*
- *Digital transformation of Hero MotoCorp's Global Parts Centre operations*

We live in the post-Covid ChatGPT era. COVID has normalized online learning and remote working as new normal modes of learning and working, which pose interesting challenges and opportunities for the case method pedagogy. AI and large language models like ChatGPT and Bing have added new dimensions to case teaching and writing. AI has made it easier for authors to write cases and for students to find case solutions. How do case authors and teachers deal with the new challenges and exploit new opportunities? We plan to hold an off-line case research workshop on these lines in the last quarter of this academic year.

We look forward to your support and participation in this endeavour.

For more information, you can visit our website at:

<https://www.iimcal.ac.in/faculty/centers-of-excellence/case-research-center>

You can also email your feedback to us at [iimccrc@iimcal.ac.in](mailto:iimccrc@iimcal.ac.in)

We hope you will enjoy reading our newsletter.

**Prof. Dharma Raju Bathini**  
Coordinator, IIMCCRC

## Social Media Outreach



## Faculty Shares: Case Teaching: Challenges and Possible Remedies

Teaching with cases can be a very exciting and fulfilling experience for an instructor. Use of cases allows participants to connect the concepts being taught to real life scenarios, allowing them to relate the issues being discussed to their own organizations, thus generating further interest in understanding the tools, techniques and frameworks available to address the dilemmas being discussed. Cases often bridge the gap between theory and practice in a classroom.

Case based, participant centered, learning although exciting can be quite challenging at times. Some of the challenges that I have faced while using cases, include participants not having read the case, let alone analyze it; participants not being able to relate with the case; participants fixating on some minor, irrelevant issue/facts mentioned in the case such as the geography the focal organization is located in; participant digressing from the core issues and at times hijacking the class discussion.



In my experience the set of challenges differ with different programmes. For instance, I have experienced distinct sets of challenges with full time residential MBA programmes, short duration executive education programmes, and long duration executive education programmes. The challenges with MBA participants emerge from their lack of prior work experience, them being accustomed to the lecture method of teaching, and their focus on exams and grades. One of the major challenges with these participants is to make them appreciate the dilemma described in the case and to connect it with the concepts being discussed and finally, synthesize the learnings from the session. The challenges with short duration executive education programmes often emerge from their notion, "what's taught in schools/colleges is too simplistic/text-bookish to be applicable in real life." This skepticism commonly leads to initial disinterest in either reading the case or in actively participating in the discussion. So, the major challenge with this audience is to break the ice and get them to realize that there are takeaways in the case (even though set up in a different context) for their organizations. Participants from long duration executive education programmes generally do have the desired years of work experience to relate to the nuances described in the case and (due to repeated interaction in the programme) often can see the learnings and their applicability in their organizational setups. The challenge with them is to more in terms of managing class time, keeping the discussion crisp and avoiding digression from the learning objectives.

Having identified the major challenges with each set of audience, with trial and error a few things seem to have worked for me. First, the selection of the right case for each audience. In my experience, less complex and brief cases work better in the early sessions of the MBA programme, whereas executive education participants relate more with cases with nuances. Second, curating a suitable set of assignment questions for case preparation and analysis. For this, I prefer to modify the assignment questions that are often given in the case or the teaching note to connect with relatable happenings around the world. Third, I use related contemporary issues, often in terms of news articles, YouTube videos as prompt for the case to be used in the next session. This generates interest in the participants to read the case. Finally, I feel my role as the facilitator in the class differs on the basis of the audience. For example, in an MBA class it is more of a prompter while that in an executive education is that of keeping the discussion focused and relevant. In case of short duration executive education programme, it is that of connecting the case discussion and the learnings to other real-life applications. In addition to using these pointers in my teaching, I also try to incorporate these pointers in the teaching notes for the cases I write.

**Prof. Megha Sharma**  
Professor, Operations Management, IIMC

## Faculty Speaks



Case-studies help to bring into focus hidden problems and trends that might not have been found in prior research. While cases have been frequently used in b-schools to give students a practical insight into what they learn from more technical management textbooks, case-studies focused on the social sector (such as education) are still infrequent. There is merit in using social sector cases for enabling MBA students to take interest in the socio-economic or political context where businesses are situated. Moreover, such cases can help to foster practical learning on the various issues prevalent in the social sectors, diagnose hard problems that can be tackled, identify avenues for potential entrepreneurship, design rigorous solutions, manage competing goals, and undertake effective analysis and advocacy.

In an attempt to contribute to the diversity of cases for b-school teaching, I recently associated with the IIMCRC to write a case study on the entrepreneurial confronts of running a school, which laid out the policy- and practice-related challenges and opportunities of providing holistic education in modern India. In the process, it emanated that as the mandate for educational systems witnesses a shift under the National Education Policy 2020, contextually-diverse and sector-inclusive cases can render further richness to the content and pedagogy of b-school teaching and learning.

**Prof. Aditi Bhutoria**  
Assistant Professor, Public Policy and Management Group

## Case Writer Reflects

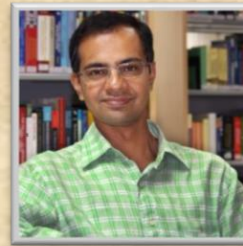


The lack of case studies in basic managerial statistics has posed a problem for students from diverse backgrounds to connect the theoretical part of the subject with its applicability. It has motivated me to develop the case titled 'Medinova: Expansion in Rural Sector,' which

considers the application of descriptive statistics and data representation in a business environment. I am grateful to Prof. Sahadeb Sarkar for guiding me and suggesting necessary changes to make the case more appealing to the intended readers. I am indebted to IIMCCRC for providing me with the platform to publish the case. I am thankful to Prof. Arpita Ghosh, Prof. Dharma Raju Bathini, and Ms. Priya Dey for supporting me in this case development process.

**Mr. Samir Biswas**  
Case Writer, IIMCCRC

## Alumnus Connects



The case studies developed by myself and team, under the guidance of Prof. Biswatosh Saha, derive their data and lessons from the specific fieldwork conducted for case writing.

We are grateful to IIMCCRC for financially supporting fieldwork based case studies; my own teaching experience tells me that such primary data based case studies are able to connect with and engage students in MBA classroom as well as in executive training sessions. This is on account of the fact that the instructor is able to highlight the practical daily doings of the protagonists, making the classroom discussions 'real' and lively. Authoring these cases and teaching them has also helped me generate fundamental research questions apart from securing positive feedback from students.

**Prof. Sankalp Pratap**  
Fellow (Ph.D.), Strategic Management, 2010  
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## Editorial Team



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*If you have any suggestions about the newsletter or if you want to share any innovative ideas about case teaching and case writing please reach us at [iimccrc@iimcal.ac.in](mailto:iimccrc@iimcal.ac.in)*