

Learning Through Case Study

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Using Case Studies to Teach



Learning outcomes

At end of this lesson, you will be able :

1. To conduct case study analysis
2. To ask relevant questions
3. To search for facts in a case study
4. To report the case study findings

CLASS PLAN (FLOW)

1. What is case study?
2. Why use case study/ what are benefits?
(develop analytical skills in business and management)
3. What are the key steps? (read, document facts, brainstorm, discuss, debate, analyse)
4. Conduct discussions and structure the recommendations
5. Presentation and Report writing



TEACHING RESOURCES

[Assessments](#)[Active Learning](#)[Backward Design](#)[Educational Technology](#)

CASE STUDY TEACHING **And Learning**

Case study teaching involves the use of real world situations as a basis for learning. Case study teaching:

- Engages students in working on ill-structured or amiguous, complex, real or realistic problems or issues
- Relies on students to explore the topic and use critical thinking to come to a solution, decision, or action, rather than relying on instructors to explain the problem or issue and report the solution
- Puts the instructor in the role of "coach" rather than information deliverer, and puts students in the position of decision-makers

What is a case study?

- A wide range of **problems posed for analysis**
- Based on **real life events** or construction of events
- Can be complex or simple
- Learner **play role as the real characters** in actual situation

Common Case Elements

- A decision-maker who is struggling with some question or **problem** that needs to be solved
- A description of the **problem's context and issues faced**
- **Supporting data**, which can range from data tables, quoted statements or testimony, supporting documents, images, video, or audio.

Benefits of Case Study

- Effective at developing real world, professional skills
- Increases student proficiency with written and oral communication, as well as collaboration and teamwork
- Provide a rich basis for developing students' problem-solving and decision-making skills
- Help students to synthesise, evaluate and apply information and concepts learned in lectures and texts
- Can make critical decisions and use their factual knowledge to evaluate situations

Develop skills in

1. Problem solving
2. Analytical tools, quantitative and/or qualitative, depending on the case
3. Decision making in complex situations
4. Coping with ambiguities

Systematic approach in solving case study

- What is the **issue**?
- What is the **goal** of the analysis?
- What is the **context** of the problem?
- What **key facts** should be considered?
- What **alternatives are available** to the decision-maker?
- What would you **recommend** — and **why**? Justification

Doing the case study

Ask open ended questions and start with “easy” question, and keeping the controversial issues until much later!

Look for facts, look for contradiction, conduct analysis - quantitative and qualitative

During questioning;

Start with clarification of facts

Move to analysis

Evaluate and make judgements

Finish off with making recommendations.

Other tools to be used in case study:

Role-play/Vote

Creating a discussion forum or message board



Nanyang Business School Singapore
Nanyang Technological University

Richard Ivey School of Business
The University of Western Ontario



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FOREFRONT MANUFACTURING: PRODUCTION PROCESSES AND CHANGE MANAGEMENT IN MAINLAND CHINA

Nigel Goodwin wrote this case under the supervision of Professor Chris Piper solely to provide material for class discussion. The authors do not intend to illustrate either effective or ineffective handling of a managerial situation. The authors may have disguised certain names and other identifying information to protect confidentiality.

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FOREFRONT MANUFACTURING

ForeFront Wood Products (Manufacturing) produced high-quality wooden doors and doorframes in Shenzhen, in China's southern Guangdong province. In July 2005, the company grappled with capacity constraints and inefficiencies that threatened both its financial survival in the immediate term and the viability of an initial public offering (IPO) planned for 2007. Returning from his first tour through the factory, Michael Li, the recently hired operations manager, considered the actions that he could take to quickly turn things around.

Forefront Manufacturing Case Study

Some questions - Business Model

1. What is main product produced?
2. Where is the products manufactured?
3. How is the company organized/structure?
4. Who are their customers?
5. How is the business ordering process?
6. How much is turnover?
7. Does Forefront Contracting buys doors only from Forefront Manufacturing?
8. Does Forefront export its products?
9. How many different types of door sets for typical project?
10. Does manufacturing change their set ups for each new door design?

DEVELOP QUESTIONS - History of company

1. How long has company established?
2. Who purchased 55% of Forefront equity around 2001?
3. How will the company go for IPO?
4. Why are they going for IPO?
5. What is the financial status of the Forefront Manufacturing Division?
6. Who is Mr Li? What is his experience? Is it relevant experience?
7. What must Mr Li do now?
- 8.

Questions More!!!

1. Is the manufacturing in their own building or a leased building? Since what year ?
2. Where is the information about facilities layout given?
3. How many workers and management staff working in manufacturing? Are all of them skilled workers?
4. If you are Mr Li how will you improve the company's operations.

TOPIC: PRODUCTION PROCESSES

FACTS / ISSUES	ANALYSIS	RECOMMENDATIONS
There is not enough capacity in line XYZ	Production units = ABB units... etc.	

TOPIC: LABOR / HUMAN RESOURCE

FACTS / ISSUES	ANALYSIS	RECOMMENDATIONS
Labor turnover high		

TOPIC: MANAGEMENT SYSTEMS

[illegible]

DEVELOP SUGGESTED ACTION PLAN

PROPOSAL (IDEAS)	HOW TO IMPLEMENT