

**CASE STUDIES AS A TEACHING -LEARNING
TOOL IN MANAGEMENT COURSES**

An Instructor's Perspective

Yusof Ismail

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INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



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CHAPTER 5

Case Studies in Principles and Practice of Management

Norizah Supar

Introduction

Case-Study is an important aspect of teaching the course of *Principles and Practice of Management*. It helps to complement the teaching of the contents of the course by looking at real-life examples and applying what has been learnt in the chapters to real-life examples. Discussion of case-studies also develops students' analytical and thinking skills. Discussion in class allows them to listen to other students in the class, guided by the instructor.

I became familiar with case-study when I had to do a lot of case-studies during my International Business' course at Master's level. It was an enjoyable experience with the American Professor who facilitated the case-study in class. I found him to be very experienced in the way he conducted the class. I found his classes very interesting and beneficial. The Master's class was relatively small comprising about 30 students.

Experience in teaching case-study in class is of course something quite different. Sitting on the other side of the fence showed me that teaching and facilitating a case-study is not as simple and straightforward as it may seem. There are limitations that I found I had to overcome and make sure are not stumbling blocks. One issue is that a majority of the students may not have read the case-study even if you give them the material in advance. There is also basically just silence in class and that a number of students just look at you blankly if you ask them questions, even if you have already given them time to read the case-study. A few students cannot even pick up important points from the case-study which could be exasperating especially when the important points are very obvious. However, we might be a bit forgiving if we know that a majority of them are really in their first or second year of the undergraduate programme. The size of the undergraduate class that I taught was slightly big comprising about 50 students. In addition, the set-up of the class was also a lecture theatre style.

Looking at this teaching experience in class, I had to think of ways to overcome these limitations and recap the experience that I had during the Master's class with the Professor. I believe there will always be room for improvement. The methodology used will also of course vary depending on the characteristics of the students and the size of the class.

Objectives of using cases

My three (3) objectives in using cases in the course are as follows:

- i) Develop analytical and thinking skills.