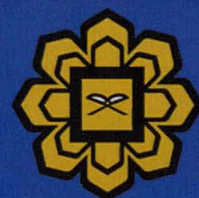


# **CASE STUDIES AS A TEACHING -LEARNING TOOL IN MANAGEMENT COURSES**

**An Instructor's Perspective**

**Yusof Ismail**

**IIUM Press**  
**INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA**



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## CHAPTER 7

# Case Studies in Training and Development

Nurita Juhdi

### Introduction

This paper is based solely on my experience teaching **Training and Development** for many semesters using cases. I shared my opinions on the criteria that I used in my selection to adopt the text for the class. The major part of this paper is on how I use cases in the class to facilitate learning. My practice in the class is suited to the profile of students I teach and their level of readiness. I also explain how I conduct the case discussion right from where I get the cases until to the point of asking the students to present the findings and submit the write-up. Reading the chapter, you will find my ultimate objective is to teach students the basics of the subject but most importantly I want to teach them how to learn. To learn something requires a special skill, i.e. the willingness to open one's mind by working together with others and acquire new experience; and finally to transform the new experience into useful skills that are meaningful the individual.

### Objectives of using cases

My objectives using cases in the course are:

1. To make students understand better the terms and concepts in the subject because the explanations of the terms and concepts during the lecture and text books are sometimes very brief and less realistic
2. To give students the opportunity to learn the courses based on real or hypothetical organizations. Students will appreciate more what they learn if they realize all the things they learn in the classes are real.
3. To let students learn to apply their knowledge on the cases. When they get the chance to discuss, analyze and evaluate cases, they will see the link between the theories and practice.

### Relevance of the cases

The cases that I used in classes normally do not contain the theories, terms or concepts they learn in class. This is the time for me to ask the students to identify the relevant concepts they have learnt earlier. My normal practice is to get them to spell out the terms, concepts or processes that are relevant.

Some of the cases that I used are based on hypothetical organizations but most of them are based on real organizations. Some are familiar organizations like McDonald's,