

## Designing Case Studies from Secondary Sources – A Conceptual Framework

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**[Abstract]** Liberalization and globalization has risen the opportunity to third-world nations for the development of industry and educational standards. This paradigm inspires us to suggest a conceptual model for writing case studies and encourage faculty and instructors likely to apply the case learning method in management programs. This paper has been prepared from the viewpoint of faculty and researchers, and it has developed a conceptual framework for case writing. The framework for writing Type II Case Studies would be greatly helpful to faculty, doctoral scholars, and research consultants while teaching management theories effectively in a lecture theater. Exclusively, the authors suggest a case structure and a list of reputed case publishing journals. The conceptual study is written from the perspective of management studies, and the same may apply for possible results in other areas, like engineering, medical, political science, etc., with requisite modifications. Faculty, senior researchers, and budding scholars may apply the suggested conceptual framework while designing case studies from secondary sources. It will also help them in publishing literary work. This is an original attempt to develop a conceptual framework for writing Type II Case Studies from the availability of authenticated secondary sources.

**[Keywords]** case study; secondary data; learning; teaching note; management education; management studies

### Introduction

Management is an art that designs policies and guidelines; on the other hand, management is a science that deals with systematic decision-making (Burton & Thakur, 1995; Koontz & Wehrich, 2010). Well reputed and valuable contributors, like F.W. Taylor, Henry Fayol, Peter F. Drucker, and other well-known scholars, define the word “management” in various contexts with different approaches and explore multiple definitions (Ivancevich, Donnelly, & Gibson, 2003). Nevertheless, decision-making is a crucial aspect in the management era, which affects the organization's fortune. Most business decisions are typical in nature and decisive; however, these are in the hands of human beings. There is a growing importance of management education. Rapid changes in industry with respect to products, technology, markets structures, and so on, have presented an opportunity that applies to academia, consultants, researchers, and industry personnel in crafting course structures and teaching pedagogy that would be suitable for industry requirements. Alternatively, businesses are crossing boundaries of nations and continents to establish and create a universal market consisting of vendors and customers.

Global business transactions and changing customer preferences have presented the likelihood of teaching management theories, concepts, and models through real life case studies. Historically, case method was born in medical studies and research that deals with human beings and animals. Thereafter, the focus of case method was applied in behavioral, social, and political sciences. Most of the contributors, like Isidora, Dorde, and Milovan (2010), Pamela and Susan (2008), and Yin (2003) have suggested different frameworks for conducting case study research (CSR) in diverse subjects. CSR applies exclusively to building subject foundation and developing theories and concepts as a token of contribution to the existing literature. In the present scenario, companies are reserving, protecting, hiding, and un-disclosing the real facts of their business to the consultants, analysts, and academic researchers. Hence, a media (e.g., tele, print, and web) has greater potential to grasp firm information, also relevant to industry and country. Taking this as an opportunity, our conceptual framework is suggested for use in designing

case studies from the available secondary-based, non-copyrighted, and copyrighted information, as well. These types of case studies fit well with management notions and models. Therefore, we define these cases as *Type II Case Studies*. Contextually, case studies that have been written through face-to-face interviews are classified as *Type I Cases*, which are more realistic and expedient compared to Type II Cases. We also define case studies designed through field research as *Field Cases*. Field cases are time consuming, and they require pragmatic research data that is more familiar in the sciences.

To understand the inside citation (also called "in-text citation"), readers may go through the following published cases in *Emerald Emerging Markets Case studies Collection*:

- Bick, G., Luiz, J., & Townsend, S. (2011). MTN South Africa: one group, one vision and one brand. *Emerald Emerging Markets Case Studies (Marketing)*, Emerald Publishers.
- Nangia, V. K., Agarawal, R., Sharma, V., & Reddy, K. S. (2011). Conglomerate diversification through cross-continent acquisition: Vedanta weds Cairn India. *Emerald Emerging Markets Case Studies (Strategy)*, Emerald Publishers.
- Thaker, K. (2011). General Motors India (2009). *Emerald Emerging Markets Case Studies (Strategy)*, Emerald Publishers.

The remainder of this study is organized as follows. Section 2 portrays the conceptual framework for designing the case studies. Section 3 describes the unique structure for writing a teaching note. Section 4 presents both the pros and cons of secondary-based case studies. Finally, conclusions are made in Section 5.

### Conceptual Framework – Designing Case Studies from Secondary Sources

To achieve the objective of this study, this section presents a conceptual framework for designing case studies from secondary sources. It suggests the process in a sequence and describes various tips to be taken care while preparing Type II case studies. Figure 1 portrays the suggested notion in a flowchart.

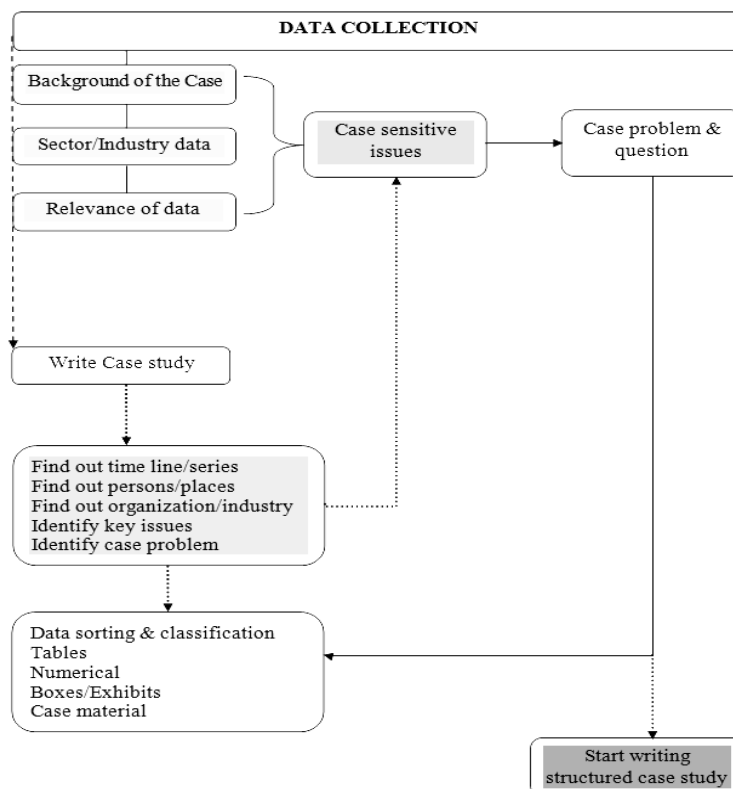


Figure 1. Designing case studies from secondary sources

### **Select an Area/Elective**

It is suggested that any area of management or any other area, like political science, economy, industry, country news, culture, be picked; it can be buzz topic/discussion of the week news. In a few instances, interdisciplinary area topics are relevant that would act as a guide.

### **Collection of Secondary Data**

Secondary data is very important for designing Type II cases.

- Authors should inquire about secondary information, whether it has copyrighted or is freely accessible. If it is copyrighted, the authors must quote the right citation.
- Further, they should also care about the quantity and quality of information that would be collected (*see Figure 2 for secondary sources*).
- While collecting data, authors should write each citation in any order (e.g., references style) and save it in a separate file, such as the date and type of data.
- The final step in data collection helps the contributors save time, which is presented in a data sorting and classification section. It is suggested that writers keep the order of data by person, organization, time, location, and activity.

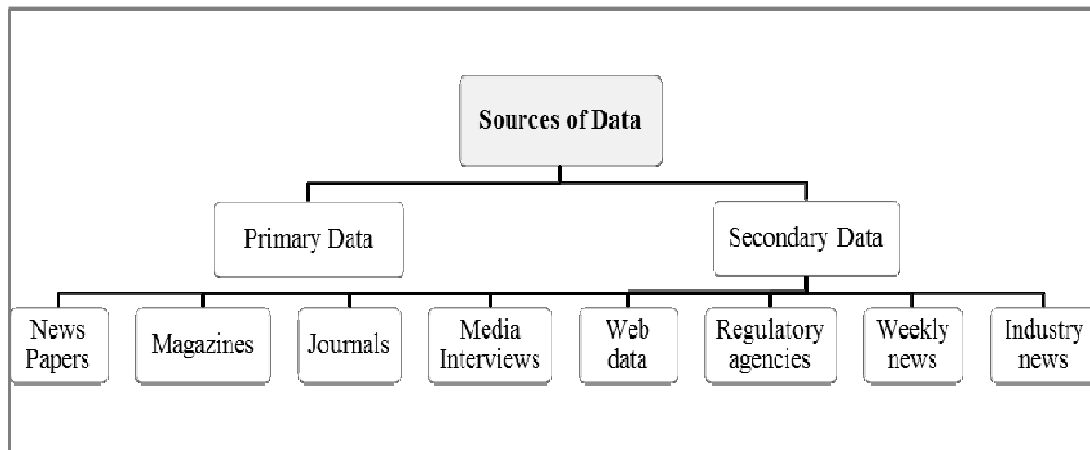


Figure 2. Data collection – Secondary sources

### **Data Sorting and Classification**

Case contributors are required to read the collected data and mark the important lines by any shaded color for an easy understanding; conversely, it helps in a classification. After selecting the crucial data, the data can be classified as an introduction part, body part, crucial part, additional information, teaching question, or case analysis. Generally, classification depends on the profundity and broadness of the case.

### **Writing First Draft of the Case**

According to data classification, authors must keep the select information in order, i.e. paragraph. Second, writers should divide the entire text into paragraphs, multiple sentences, boxes, tables, and graphs wherever it is necessary. Third, writers should arrange the information in new file, and then name as a case-second draft. Fourth, it is necessary to read the entire case more than twice or thrice to understand the case inputs. Finally, the writer can proceed to write a final draft.

### **Beautification of the Final Draft of the Case**

Before finalizing the case/final editing, contributors may follow the suggestions given below:

- Give a case-second draft to any two of your colleagues; one should be good in language and other one in domain knowledge (we strongly recommend that this is an important action for first-time case writers).
- Read the case as if you are a reviewer, and check the proper connection between the lines and paragraphs. If the connection is lacking, then link those sentences.
- Check the language for grammatical mistakes because the information has been collected from various sources, and grammar could possibly affect the soundness of words.
- Do not construct the case like a research article, commentary, or literature review. Therefore, case writers must design the case in a structured compartment (*see Appendix I*).
- Implement the suggestions recommended by internal reviewers, if any.
- Read the case at least twice and make appropriate modifications if any.
- Last but not least, beautify the case – colored lines, pictures, graphs, boxes, tables, and exhibits. However, formatting should not be overly wrought.

### Teaching Note

The simplest way of teaching management/business case is to avoid unwanted theory, notes, and over discussions. As noted, accommodating the case while preparing teaching or session plan for the next semester is suggested. A Teaching note (TN) is the second facet of writing management case studies. Previously, we have observed that the business cases are accompanied by case discussions and questions. Changing times and environmental progress have had their effect on business, so credit the contributors for restructuring the teaching note. Thus, a student could enhance practical functions while sitting in the lecture auditorium. Moreover, the following teaching note has been written from the outlook of management literature. Besides, it would be helpful to academic scholars and individual contributors in other disciplines.

A TN must be well referred and written from the instructor’s point of view. A good teaching note must inspire faculty and motivate them to deliver key points in the given case through diverse management theories and concepts. If the case belongs to finance, accounting, or any other technical subject, then the teaching note must provide case discussion, case analysis, and exercises with answers. As a result, faculty can deliver the case in good time with poise and answer the student queries. Figure 3 presents the outline of how to write an advanced teaching note. Subsequently, important elements have been discussed for an auxiliary inquiry.

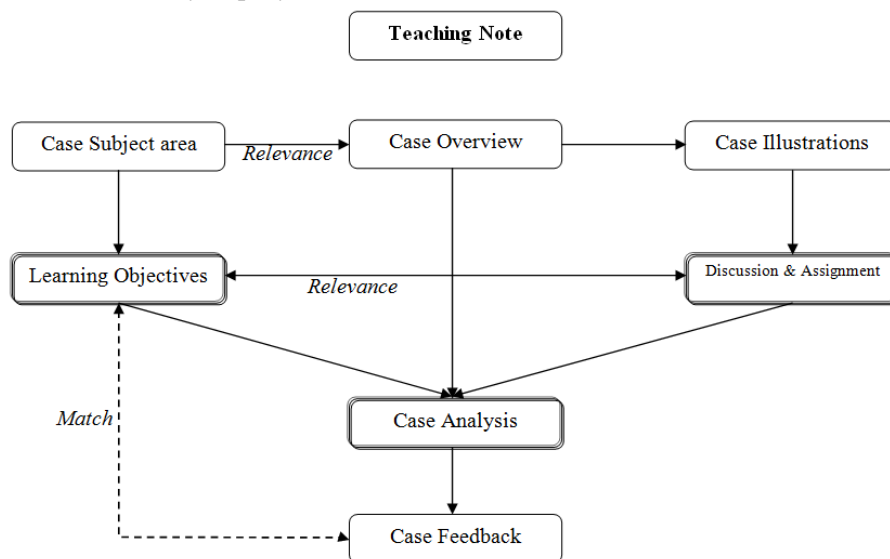


Figure 3. Conceptual framework – Teaching note

As discussed above, triangular support is used while writing a teaching note for case studies. TN is generally a mechanism for mock discussion, which is written on the paper. On the other hand, it is a training capsule for the faculty and case instructors. The following steps are part of the TN:

**Case overview.** Usually, this section should be prime step in a TN. It covers case subject area, relevance of data, facts, and crucial aspects. It does not cover any additional information other than the case disclosure. Simply, it is case a description/case synopsis.

**Case learning objectives.** Each case should be accompanied by learning objectives. Because these objectives motivate the faculty who comes to know what is to be learned from the given case. It is also suggested that these points be presented in bullet format.

**Case illustrations, discussions and assignments.** A good case must pinpoint the faculty and students by giving assignments. Normally, it depends on the subject area of case; for example, finance, accounting and operations – assignments would be in workouts/exercises. On the other hand, assignments for marketing and human resources would be in theoretical questions and conceptual discussions (for example, brainstorming, presentations, etc.).

**Case analysis.** This section helps the faculty/instructors while discussing the given case in the lecture theater. Therefore, case writers are required to analyze the case from the viewpoint of instructors, i.e., if you are a fresh academic instructor, how do you discuss the case among students in the lecture hall?

Example:

- First 15-20 minutes teaching plan (see, *additional readings*)
- Mechanism of case analysis and discussion of questions with in a time frame
- Question yourself and answer the questions
- Tabulation, graphs, using blackboard, and other teaching materials

**Case feedback.** After the case assignment and discussion, faculty should take feedback on the given case. The feedback report helps faculty select cases, teach pedagogy or make any other improvements for prospective growth. On the other hand, faculty members will come to know that what difficulties students have faced during case analysis. The feedback report improves communication and interaction between the faculty and students in the lecture hall. It can be oral or written, and may be collected through online submission/email. Table 1 presents the suggested feedback mechanism for case studies discussion. Students normally give feedback using a five-point Likert scale. This feedback assists the faculty member for progress in teaching pedagogy that would lead to their career advancement.

Table 1  
*Case Feedback Form*

	Factor	Likert's scale				
		Very poor	Poor	Average	Good	Excellent
1	Case title/synopsis					
2	Relevancy of the subject					
3	Case learning					
4	Case inputs to students					
5	Area/elective I					
6	Area/elective II					
7	Area/elective III					
8	Overall opinion on the case					
9	Practicality and decision					
10	Teaching method					

### Pros and Cons of Type II Case Studies

The present conceptual study has both merits and limitations like theoretical studies in management and other sciences. The following observations have been made as critiques about the Type II case studies (see Table 2).

Table 2  
*Pros and Cons of Type II Case Studies*

Pros	Cons
Coding and timing of the case collection data	Limited availability of authenticated secondary information
Case release form, i.e. permission is not required from any person, firm or entity to publish Type II teaching cases. Because of case release form, many young case writers get disappointed, even not interested to write cases for publication. In this setting, Type II cases are more suggestible and appropriate for publication	In some instances, it is difficult to sort and classify the raw data
Easy to write and edit the raw data	Getting relevant data is a difficult task
Learning objectives are clear and indicative	Data lost and alteration is a tragedy
Opportunity to present at seminars and conferences, and publish in case journals (see <i>Appendix II</i> )	Writing Type II case studies require more time Linguistic mistakes, editing and clarification

### Concluding Remarks

A good case study is supposed to fulfill the learning objectives and feed the practical applications of managerial decisions through theories, concepts, models, and principles. Further, the case should be flexible to teach or used as a theme in difference areas of study. A case using many contributors would guide faculty and students in effective manner. Teaching theory through case learning is an interesting task, and it gives confidence and opportunity to cover the issues more in depth just a broad, general approach. The changing business scenario and environment is remarkable and requires both soft and hard pedagogy to achieve objectives by the student peer groups. This conceptual framework suggests how to design case studies from the secondary sources, which may assist faculty, instructors, senior researchers, authors and young scholars in their publications. Additionally, they shall not have to wait for case permissions to write Type II case studies. We believe that the study would inspire budding researchers and fresh faculty while applying case learning method in a theater lecture.

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## Appendix

Appendix I. Case-study Structure	
<b>I</b>	<i>Opening paragraph (300-400 words):</i> Case background, timing, location, person, organization, important issue, and subject area.
<b>II</b>	<i>Case side Tracks (300-400 words):</i> It may include - before the crucial issue, action taken, after the action accomplishment.
<b>III</b>	<i>Background of the case (500 words):</i> Brief introduction about the case, key personnel, milestones of an organization, time line, key facts, firm structure.
<b>IV</b>	<i>Case relevant data (400-500 words):</i> Nature and current trends of industry, state or country and global issues on the crucial aspect in the case.
<b>V</b>	<i>Case conclusion (300-400 words):</i> Should explain the case in brief, for example, <i>what it would be, if not, on the other hand, in the next chance, etc.</i>
<b>VI</b>	<i>Case Exhibits:</i> This section is a collection of supported tables, figures, pictures, and editable spreadsheets (in case of accounting and finance).

<b>Appendix II. List of Case Publishing Journals in Business and Management studies</b>			
	<b>Journal/ Collection</b>	<b>Publisher/ Institute</b>	<b>Web Address</b>
1	Asian Case Research Journal	World Scientific	<a href="http://www.worldscinet.com/acj/">www.worldscinet.com/acj/</a>
2	Asian Journal of Management Cases	Sage Publications	<a href="http://ajc.sagepub.com/">http://ajc.sagepub.com/</a>
3	Business Case Journal	Society for Case Research	<a href="http://www.sfcr.org/bcj/">www.sfcr.org/bcj/</a>
4	Emerging Markets Case Studies	Emerald Publishers	<a href="http://www.emeraldinsight.com">www.emeraldinsight.com</a>
5	European Case Clearing House	ECCH	<a href="http://www.ecch.com">www.ecch.com</a>
6	IIMS Journal of Management Science	IIM Shillong, India	<a href="http://www.iimshillong.in/iims-journal.asp">http://www.iimshillong.in/iims-journal.asp</a>
7	IIUM Journal of Case Studies in Management	Graduate School of Management, International Islamic University Malaysia	<a href="http://managementcentre.com.my/journal/?title=home">http://managementcentre.com.my/journal/?title=home</a>
8	IMA Educational Case Journal	Institute of Management Accountancy	<a href="http://www.imanet.org/resources_and_publications/ima_educational_case_journal.aspx">http://www.imanet.org/resources_and_publications/ima_educational_case_journal.aspx</a>
9	International Journal of Case Studies in Management	HEC – MONTREAL	<a href="http://web.hec.ca/revuedecas/en/index.cfm">http://web.hec.ca/revuedecas/en/index.cfm</a>
10	International Journal of Management Cases	CIRCLE Research Centre	<a href="http://www.ijmc.org/IJMC/Home.html">http://www.ijmc.org/IJMC/Home.html</a>
11	Ivey Cases	Ivey Collections	<a href="http://www.iveycases.com">www.iveycases.com</a>
12	Journal of Business Case Studies	The Clute Institute	<a href="http://www.cluteinstitute.com/journals/JBCS.html">www.cluteinstitute.com/journals/JBCS.html</a>
13	Journal of Case Research in Business and Economics	AABRI	<a href="http://www.aabri.com/jcrbe.html">www.aabri.com/jcrbe.html</a>
14	Journal of the International Academy for Case Studies	Allied Academies	<a href="http://www.alliedacademies.org">http://www.alliedacademies.org</a>
15	The Management Case Study Journal	International Graduate School of Management, University of South Australia	<a href="http://www.informit.com.au/products/ProductDetails.aspx?id=MCSJ&amp;container=business">http://www.informit.com.au/products/ProductDetails.aspx?id=MCSJ&amp;container=business</a>
16	Vikalpa	IIM Ahmedabad, India	<a href="http://www.vikalpa.com/">http://www.vikalpa.com/</a>
17	Vision	MDI Gurgaon, India	<a href="http://www.mdi.ac.in/intellect_capital/vision.asp?id=3">http://www.mdi.ac.in/intellect_capital/vision.asp?id=3</a>

*Note: We do not endorse any particular case publisher either in India or elsewhere. However, the above list may help case authors find a suitable outlet for their case.*



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