



# Enhancing graduate employability of business school alumni through establishing an Australian Business Case Network

Final Report 2016

## **Lead institution:**

Bond University

## **Partner institutions:**

Deakin University

Monash University

## **Project leader:**

Associate Professor Colette Southam

## **Team members:**

Professor Amanda Pyman

Associate Professor Srinivas Sridharan

Paul Kelly

## **Consultants:**

Associate Professor Shelley Kinash

Madelaine-Marie Judd

**[www.AustralianBusinessCaseNetwork.com](http://www.AustralianBusinessCaseNetwork.com)**



Support for the production of this report has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this report do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.



With the exception of the Commonwealth Coat of Arms, and where otherwise noted, all material presented in this document is provided under Creative Commons Attribution-ShareAlike 4.0 International License <http://creativecommons.org/licenses/by-sa/4.0/>.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the Creative Commons Attribution-ShareAlike 4.0 International License <http://creativecommons.org/licenses/by-sa/4.0/legalcode>.

Requests and inquiries concerning these rights should be addressed to:  
Office for Learning and Teaching  
Department of Education

GPO Box 9880,  
Location code N255EL10  
Sydney NSW 2001

<[learningandteaching@education.gov.au](mailto:learningandteaching@education.gov.au)>

2016

ISBN 978-1-76028-625-5 [PRINT]  
ISBN 978-1-76028-626-2 [PDF]  
ISBN 978-1-76028-627-9 [DOCX]

Cite as: Southam, C., Pyman, A., Sridharan, S., Kelly, P., Kinash, S., & Judd, M-M. (2015). *Enhancing graduate employability of business school alumni through establishing an Australian Business Case Network*, report prepared for the Office for Learning and Teaching, Australian Government. [www.AustralianBusinessCaseNetwork.com](http://www.AustralianBusinessCaseNetwork.com)

## Acknowledgements

The project team would like to acknowledge and thank the Office for Learning and Teaching, Australian Government, for funding this research project and particularly Francine Bailey who provided exemplary OLT support. We acknowledge a strong team including: Leader, Associate Professor Colette Southam (Bond University); team members Professor Amanda Pyman (Deakin University and formerly at Monash University) and Associate Professor Srinivas Sridharan (Monash University); project managers Erika Verrett and Paul Kelly); and consultants Associate Professor Shelley Kinash and Madelaine-Marie Judd (Bond University). We express sincere gratitude to Professor Paul Beamish (Executive Director of Ivey Publishing) who led the case writing and teaching workshops at Bond University and Monash University. The project team would also like to thank the workshop attendees for their participation in these workshops. We would also like to thank: Bond University Pro Vice-Chancellor (Learning and Teaching) Professor Keitha Dunstan for leadership, particularly in supporting our team. We are greatly indebted to the Bond Office of Learning and Teaching staff under the direction of Associate Professor Shelley Kinash for providing unparalleled support and expertise at every step along the way including: Brittany Richardson for budget finance and acquittals, Dr. Sarah Long for educational expertise and Ron Kordyban for serving as videographer and photographer. We thank Bronwyn Cribbes and the MBA student team (Dylan Webbe, Camille Hassan and Frederic Budde) for assistance in website development. We acknowledge Mr. Jack Cowin's financial support through the Cowin Scholarship Program. We thank Bond University overall for fostering a climate of scholarship and learning and teaching excellence in which to conduct this research.

## List of acronyms used

ABC – Australian Business Case  
ABCN – Australian Business Case Network  
ABDC – Australian Business Deans Council  
AMLE – Academy of Management Learning and Education  
MBA – Master of Business Administration  
USA – United States of America

# Table of contents

Acknowledgements.....	3
Table of contents .....	4
Executive summary.....	5
Issues, context & project aims.....	5
Overview .....	6
Overall results / key findings .....	6
Project Outcomes .....	7
Chapter 1: Project aims, context and rationale.....	8
Chapter 2: Literature review.....	9
Chapter 3: Project Activities .....	11
Project team, roles and responsibilities .....	11
Phase one: Planning and preparation.....	11
Phase two: Case teaching and writing workshops .....	11
Phase three: Dissemination and activating impact .....	12
Chapter 4: Results.....	15
Workshop attendee demographics .....	15
Pre and post workshop survey.....	16
Qualitative themes from workshop field notes.....	16
Case teaching post workshop .....	18
Cases writing post workshop .....	18
Chapter 5: Meaning and implication of results .....	20
Commitment and continuing education of business academics.....	20
Business case teaching in relation to business case writing.....	20
Australian Business Case Network (ABCN) .....	21
Overall implications .....	21
Chapter 6: Impact .....	22
Chapter 7: Lessons learned.....	24
For academics teaching business cases.....	24
For academics writing business cases.....	24
For academics submitting OLT seed grants .....	24
Appendix A Lead institution certification .....	25
Appendix B References .....	26
Appendix C Brochure .....	29
Appendix D Run Sheet for Workshop .....	31
Appendix E Pre workshop survey .....	33
Appendix F Post workshop survey .....	40
Appendix G Pre-workshop survey summary .....	49
Appendix H Post-workshop shop survey summary.....	55

## Executive summary

In July 2014, the Australian Government Office for Learning and Teaching awarded a seed grant titled – *Enhancing graduate employability of business school alumni through establishing an Australian Business Case Network*. The project was completed over twelve months and the final report was submitted in August 2015.

The institution lead was Bond University and the project leader was Associate Professor Colette Southam. The two partner institutions were Deakin University, with team member Professor Amanda Pyman, and Monash University, with team member Associate Professor Srinivas Sridharan. The project manager was Paul Kelly. Two consultants from Bond University served as peer consultants; Associate Professor Shelley Kinash and experienced project manager Madelaine-Marie Judd mentored the team through their seed project in preparation for extended research on this topic.

### Issues, context & project aims

A thorough review of the literature, in addition to the project team's extensive experiences as academics in business schools revealed five issues or, in other words, problems in university business education:

1. Students are not assured of the optimal learning experience.
2. There are reported deficiencies in business graduate attributes.
3. Industry engagement and real-world learning are not adequate.
4. Business academics do not have sufficient professional development opportunities (for example, in business case teaching).
5. Australian content and contexts are not represented in available business cases. As evidence, only 122 (0.8%) of the 15,377 cases published by the world's two largest business case producers, Harvard Business and Ivey Publishing, cover the Australian context and/or Australian companies.

In acknowledgement of these five issues, the project team articulated the following four aims:

1. Increase case teaching in Australian business schools to enhance students' attributes in problem solving, judgment and communication and level of professional preparedness.
2. Provide training and support for a minimum of 80 Australian business school educators in teaching with cases and writing high quality business cases with teaching notes.
3. Establish an Australian Business Case Network to provide support for case teaching and writing through the website, newsletter and opportunities for peer observation of case teaching.
4. Increase the number of Australian business cases written, and in doing so, strengthen relationships between industry and academia.

## Overview

The main project activity was to offer two business case professional development workshops to academics across Australia. The two workshops were both facilitated in January 2015, one on the Gold Coast, through Bond University and the other in Melbourne through Monash University. Across the two workshops, 101 academics participated. Participation ranged from 7 tutors through to 26 Level D/E academics. Nearly 50 per cent of the attending participants' institution affiliations are the two home institutions.

The workshops were offered over two days, with the first day addressing case teaching and the second day on case writing. Project data was collected through administering and analysing pre and post workshop surveys and recording and interpreting qualitative field notes.

The primary expert facilitator was invited from the Western University, Canada. Professor Paul Beamish holds the Canada Research Chair in International Management and is the Executive Director of Ivey Publishing, which is one of the two (alongside Harvard) major sources, publishers and distributors of business cases worldwide. Professor Beamish himself has published over 250 cases.

One of the significant outcomes of the project was Professor Beamish's mentoring of Associate Professor Colette Southam (seed project leader) in the processes of business case teaching, writing and professional development. Associate Professor Southam has been offered and accepted an adjunct appointment through Ivey at Western. The implication regarding the sustainability and expansion of Australian professional development in business case teaching and writing is that Associate Professor Southam is now qualified and approved to offer this training.

## Overall results / key findings

The seed project revealed ten overall findings.

1. Australian academics have an appetite for professional development regarding business cases.
2. There is a viable 'market' for additional business case professional development beyond the Gold Coast and Melbourne (because workshops have recently been offered in these two locations).
3. Participating business academics tend to have more of a *want* for case writing, but also *need* case teaching.
4. Tensions continue regarding academic career balance between teaching and research. Academics were inspired by Professor Beamish's personal successes in both. For example, he shared his authored case on *Mattel: Toy recalls*, for which he collected evidence of improved student learning, three publications and quotes in over 250 newspapers in 15 countries.
5. Workshop participants were motivated to be both mentors and mentees and moving in and out of fluid roles as matched their experiential bases.

6. Collaboration and a synergy of sharing were hallmarks of the workshop process and a positive indication that the Australian Business Case Network would be a sustainable, long-term enterprise.
7. Participants expressed a balance between enthusiasm to build Australian business cases and a practical realism that saw them setting achievable targets regarding the quantity of cases and completion targets.
8. Six months following the workshops, nearly 50 per cent of the participants who had completed the post workshop surveys (40 %) had made progress on writing Australian business cases.
9. Business case teaching substantially increased among the institutions sending participants to the workshops. Business case use through Ivey Publishing went from 4,765 across the whole of 2014 to 7,485 through the first seven months of 2015.
10. The Australian Business Case Network is already thriving, with the foundation members articulating a mission, goals and activities and submitting resources for posting on the project's website.

## Project Outcomes

As proposed, the project outcomes included:

1. Two case writing and teaching workshops (minimum 80 participants) hosted at Bond and Monash universities.
2. The establishment of an Australian Business Case Network (ABCN) with a website as its primary mechanism.
3. A case writing and teaching manual.
4. A scholarly journal article and final report.

Each of these four proposed outcomes has been exceeded and extended for greater impact.

1. Two case writing and teaching workshops were hosted at Bond and Monash universities and there were 101 participants.
2. The establishment of an Australian Business Case Network (ABCN) with a website as its primary mechanism. The ABCN has launched and the website was designed in collaboration with Bond University students as part of an authentic subject assessment thereby fostering their industry experience. The website is - <http://AustralianBusinessCaseNetwork.com>
3. Rather than hosting a single case writing and teaching manual, multiple resource materials have been produced and continue to be contributed by foundation ABCN members. In addition Professor Paul Beamish has released his full set of workshop materials, accessible through the website.
4. A scholarly journal article and final report. The draft will first be submitted to a conference prior to submission to an A\* journal.

# Chapter 1: Project aims, context and rationale

The abilities to solve complex, unstructured problems and to communicate effectively are desirable in business school graduates. However, recent studies report deficiencies in Australian graduates' attributes in problem solving, judgment and communication. The case method helps students develop these skills by giving them realistic business scenarios to practice making and defending their decisions. However, the lack of regional and local content is a significant impediment to teaching business cases in Australia.

Business Industry and Higher Education Collaboration Council (BIHECC) (2007) reported a high level of satisfaction with the technical competency of graduates, but that employability skills were deficient. A similar survey by the ABDC also identified the 'lack of engagement with real-world problems by business graduates ... as a widespread concern among industry, academic and professional associations' (Freeman, Hancock, Simpson, & Sykes, 2008, p. 32). Furthermore, several studies (Hancock et al., 2010; Jackson, 2012; Oliver, 2013) report weaknesses in Australian graduate attributes in problem solving, judgment and communication.

This project was designed to foster the use of realistic cases that mirror actual business situations which enable students to develop critical thinking and communication skills, as they must apply theories and models to real-world problems, personally make decisions and defend them (Che & Che, 2011). The case method presents students with a managerial challenge, and asks for a decision to be made - students adopt the role of the decision maker, identify and sort key issues, analyse alternative strategies, and formulate clear recommendations (Davis & Wilcock, 2009; Mesny, 2013). The Australian Learning and Teaching Council report by Papadopoulos, Taylor, Fallshaw, and Zanko (2011) cites case studies as an effective method for teaching the skills, qualities and attributes that are required by a profession and the processes through which those skills are learnt' (p. 1)

The lack of regional content is a significant barrier to teaching business cases in Australia. Only 122 (0.8%) of the 15,377 cases published by the world's two largest business case producers, Harvard Business and Ivey Publishing cover Australian companies; in contrast, 16 per cent of cases cover Canada which is similar in size to Australia. This small number becomes even more problematic because these cases are spread over a myriad of functional business areas (e.g., accounting, finance, marketing, management, operations) and cover both undergraduate and post-graduate levels.

The aims of the seed project were to:

1. Increase case teaching in Australian business schools to enhance students' attributes in problem solving, judgment and communication and level of professional preparedness.
2. Provide training and support for a minimum of 80 Australian business school educators in teaching with cases and writing high quality business cases with teaching notes.
3. Establish an Australian Business Case Network (ABCN) to provide ongoing support for case teaching and writing through the website, newsletter and opportunities for peer observation of case teaching.
4. Increase the number of Australian business cases written, and in doing so, strengthen relationships between industry and academia.



## Chapter 2: Literature review

The questions as to whether business schools are providing a quality student learning experience and thereby adequately addressing the employability needs of graduates are frequently asked in higher education literature (Freeman, Hancock, Simpson, & Sykes, 2008; Mintzberg, 2005). In the context of business, employability means that graduates are able to apply theory and disciplinary knowledge (e.g. management and accounting), demonstrate hard skills (e.g. financial analysis) and soft skills (e.g. teamwork), fit-in to organisations, as well as develop a clear identity and ability to differentiate oneself (Jackson, 2012; Kinash & Crane, 2015; Kinash, Crane, Judd, Knight & Dowling, 2015). A comprehensive Australian Learning and Teaching Council report, *Engaging industry: Embedding professional learning in the business curriculum* collates the body of evidence suggesting that business students need support to develop higher order cognitive skills to prepare them for handling the complex problems they will face in the business world ( Papadopoulos, Taylor, Fallshaw, and Zanko, 2011).

One of the dominant quality assurance themes in Australian higher education is that universities are responsible for finding ways to ensure that students develop transferable employability skills, usually referred to as graduate attributes (Barrie, 2006; Litchfield, Frawley, & Nettleton, 2010; Bridgstock, 2009; French et.al., 2014; Lawson et.al., 2015). Graduate attributes can be defined as, 'skills, personal attributes and values which should be acquired by all graduates regardless of their discipline or field of study' (Higher Education Council, 1992, p. 20). Bowden, Hart, King, Trigwell, and Watts (2000) augmented this definition by adding that these skills must prepare students to use judgment and make decisions to cope with uncertainty. Graduate skills are recognised as being relevant by universities, professional bodies and governments (Jackson, 2012; Litchfield, Frawley, & Nettleton, 2010; Treleaven & Voola, 2008) because they prepare students to contribute as responsible citizens and to sustain employment (Bowden et al., 2000; Haigh & Clifford, 2011; Oliver, 2013).

The call for higher education to assure graduate attributes has been made clear and visible; the pedagogical mechanisms for teaching in a way that improves employability are not as explicit (Crossman & Bordia, 2011). Duarte (2013) conducted in-depth interviews with five Australian business school teachers, for whom there was evidence of exemplary teaching performance. Her qualitative research revealed that 'good teachers' have a constructivist teaching philosophy and teach in ways that richly involve students in robust pedagogical activity that teaches them both content and how to learn. These descriptors are consistent with the way in which authors describe the rationale for teaching through cases. In American business, there is published evidence that the case method improves learning outcomes (Erzurumlu & Rollag, 2013; Cullen, 2013; Hershey & Walker, 2006; Kroes, Chen, & Mangiameli, 2013; Marcum & Perry, 2010; Pitt & Watson, 2011; Reder, 2009; Swanson & Morrison, 2010). As early as 1987, Böcker, a German researcher, confirmed his hypothesis that 'problem case teaching is more effective than lecture teaching' by testing 62 students before and after being taught through the case method (p. 66). His overall conclusion was that 'cases motivate students to learn; thus, case teaching yields better results' (p. 69). The use of realistic cases that mirror actual business situations approximates on-the-job learning. It also enables students to develop higher order cognitive, critical thinking and communication skills, as they must apply theories and models to real-world problems,

personally make decisions and defend them (Che & Che, 2011). The case method applies Glaserfeld's (1989) pedagogical epistemology that 'knowledge is not passively received' (p. 162). The Australian Learning and Teaching Council report by Papadopoulos, Taylor, Fallshaw, and Zanko (2011) cited case studies as an effective method for teaching the 'skills, qualities and attributes that are required by a profession and the processes through which those skills are learnt' (p. 1). With the case method, the professor's knowledge blends with the student's through active, engaging processes where students discover *the answers* for themselves.

As evidenced by a small, but growing collection of publications, Australian business academics are contributing to the knowledge resource in the area of case teaching. Mathews (2008) at Charles Stuart University administered a survey to 138 undergraduate management students and reported that students perceived case teaching to be positive and to improve their learning experiences and motivation. Klobas' (2005) research from the University of Western Australia (UWA) evaluated the use of a multimedia case study for teaching MBA students and concluded that use of the case in teaching was highly-esteemed and efficacious, particularly when coupled with engaging lessons. Continuing on the theme of technology-enhanced cases, Halvorson, Crittenden, and Pitt (2011) authored an international and collaborative (Australia through UWA with Canada and the USA) investigation into the use of Second Life to host business cases. The authors concluded that offering business cases in virtual worlds assisted students and teachers to overcome distance issues of time and space.

Another international case collaboration including Australia (Queensland University of Technology) together with Liechtenstein and Switzerland, was authored by Seidel, Recker, Pimmer and van Brocke (2014). The authors presented a research-derived teaching case about a global information technology solutions provider. Similarly, Kellett and Hede (2008) from the Australian institutions of Deakin and Victoria Universities respectively, published a research-derived single teaching case about sport marketing and management. Neither one of these studies however, extended the investigation beyond the development of the teaching case to investigate whether teaching with the cases improved learning and teaching. Fish, Martinez, Santillán, and Brazell (1998) authored an international group case including Australia, Chile, Hong Kong, Mexico and the USA; the Australian arm was based at the University of Sydney. The authors presented evidence that the case teaching approach enhanced students' global perspective and the authors presented concrete suggestions for teaching design improvements.

Overall, the Australian contribution to case teaching is emerging and many of the papers are written with international collaborators. However, the papers tend to focus on single cases most of which are not Australian in nature or context. Furthermore, the student samples are drawn from single or small groups of universities. The lack of regional content is a significant barrier to teaching business cases in Australia. Only 122 (0.8%) of the 15,377 cases published by the world's two largest business case producers, Harvard Business Publishing and Ivey Publishing cover the Australian context and/or Australian companies. Australian authors do not appear to have formed a cohesive scholarly network to produce case teaching reviews or meta-analyses, nor have they appeared to have published frameworks or theories to explain case teaching and guide further work.

## Chapter 3: Project Activities

### Project team, roles and responsibilities

The project team leader was Associate Professor Colette Southam, Bond University Faculty of Business. As an alumnus and then faculty member at the Ivey Business School, Western University, Canada, Colette served as the primary point of contact with Ivey Publishing and took primary organisational and intellectual responsibility for the project. Former Monash MBA Program Director, Professor Amanda Pyman recently moved to Deakin University as Head of the Department of Management. Amanda served as the primary point of contact for the Monash workshop and took primary responsibility for post workshop survey design. Dr. Srinivas (Srini) Sridharan, Associate Professor of Marketing, Monash University is an experienced case teacher and writer, faculty member at the Ivey Business School for seven years. Srini took primary responsibility for pre workshop survey design and analysis. The project had two managers with consecutive terms. The first, Erika Verrat was a Bond University law student and business graduate from the Ivey Business School. The second, Paul Kelly is a Bond postgraduate commerce student. Professor Paul Beamish, Executive Director of Ivey Publishing served as the consulting expert for this project having written or co-written more than 250 business cases. His primary project responsibilities were to deliver the workshops and offer expert advice. Associate Professor Shelley Kinash and Madelaine-Marie Judd served as consultants during the final analysis and reporting stages of the project and to bridge the Seed project into an Innovation and Development project.

Project activities were conducted in three phases.

#### Phase one: Planning and preparation

The project leader and manager designed a workshop brochure (Appendix C) and had it approved by the Australian Government Office for Learning and Teaching. The brochure was distributed by the ABDC to ensure equitable access to all forty Australian business schools. In October 2014, Professor Phil Hancock, Chair of ABDC Learning and Teaching sent the brochure to the Associate Dean and/or Director of Learning and Teaching at each of the forty member business schools. The accompanying information specified that each member institution would be guaranteed two spots for participants on the condition that they registered by the early bird deadline of 30<sup>th</sup> November 2014. Additional applicants were registered on a first come, first served basis, managed through an online registration system. Fifty academics were enrolled into each of the two workshops and a waiting list was prepared to replace those who cancelled.

#### Phase two: Case teaching and writing workshops

Professor Paul Beamish was the primary facilitator of the case study teaching and writing workshops at Bond University on 13-14<sup>th</sup> January 2015 and Monash University on 18-19<sup>th</sup> January 2015. Associate Professor Colette Southam, project leader, was the secondary facilitator and was thereby mentored in the process so that she can facilitate subsequent workshops independently for sustainable impact. One additional team member attended each workshop to assist in facilitation. The format was a two-day workshop with the first day focused on case teaching (e.g. choosing cases to match educational objectives). The session included two mock business case classroom sessions. The second day focused on writing cases (e.g. writing an effective lead paragraph and identifying learning objectives).

The final segment was devoted to using case writing to spur the writing of scholarly academic pieces. Professor Beamish introduced the idea of collaboratively editing a collection of cases for publication with a commercial publisher and answered remaining questions on case writing prior to the final reception and informal networking session. The workshop run-sheet and full description are provided in Appendix D. Upon the suggestion and in conjunction with Ivey Publishing, electronic resources required pre, during and post case workshops were made available through a Dropbox link. These documents and resources have been transferred to the member portal of the website for post-project sustainable impact.

The project team designed pre and post workshop surveys (Appendix E and F) and electronically distributed them to participants for online completion four days prior to and six months post each workshop. The surveys were constructed by Sridharan and Amanda Pyman adhering to the recommended approaches of Fowler (2013). The survey approach was adopted in order to initiate a quantitative depiction of the existing experience and expertise in the case method of teaching in Australia and a qualitative description of academic preferences and interests prevalent in business schools of the region about the case method: teaching and writing.

There were 18 questions in the pre workshop survey and 26 questions in the post workshop survey. Question formats included Likert scales, dichotomous choices and open-ended questions based on whether the questions explored expertise and opinion or the respondent's actual experience in aspects of the case method. The question sets were devised according to good practice recommended by Presser et al. (2004). Sample questions included 'please describe the extent of your professional experience' and 'please indicate your expectations from this workshop by ranking the following statements.' In addition to the survey data, the project team collected attendance records and documented activity and interactions through field notes using documentation protocols of Emerson, Fretz, and Shaw (2011). Descriptive statistics comparing the pre and post survey quantitative results and thematic coding of the qualitative survey results and field notes were used for data analysis. The approach of Shaddock (2014) was applied for data analysis whereby project team members and the project consultants separately coded the qualitative data, the project manager confirmed 80 per cent content agreement and interpretations were collaboratively produced.

### Phase three: Dissemination and activating impact

This phase of the project focussed on extending the knowledge and skills in business case teaching and writing beyond the timeframe of the two face-to-face workshops and beyond the access base of the seventeen participating institutions. In addition, this phase focussed on assuring the impact on graduate attributes and graduate employability to the students and graduates of institutions involved in the project as institution partners and those sending academics to the workshops.

The project team created three primary means of dissemination and activating impact.

1. Project website ([www.AustralianBusinessCaseNetwork.com](http://www.AustralianBusinessCaseNetwork.com))
2. Australian Business Case Network (ABCN)

3. Drafted paper for conference submission (November) prior to submission to journal

The project website was designed. The foundational website pages have been created and have been approved by the Australian Government Office for Learning and Teaching for a soft launch prior to publicly launching the site. To assist in building the website, and to provide an authentic learning experience to students, an application was made to the Bond University *Internet and social media marketing* subject to collaborate with a student team. Paul Kelly, Project Manager and Colette Southam, Project Leader, worked with the team of three students to design and build the website.

The website <http://www.australianbusinesscasenetwork.com> has both a public and members-only sections. The members-only section is restricted to registered members of the Australian Business Case Network (ABCN) as described below. The public face has pages dedicated to students, providing materials and resources assisting them to learn through business cases and to apply this learning to improving their graduate attributes and graduate employability. The *Students* section also includes links to business case competitions. The *Industry* section provides information about the benefits to industry of supporting case teaching and writing, the expectations of industry partners and an avenue to follow up for more information. There is an *About Us* section and a section for news items that are relevant to all stakeholders. The *About Us* section contains pertinent information about the network, the leadership team and membership. The news and the membership sections are the only two parts of the public face that will require updating; the website has been designed according to the maintenance and sustainability principles of the D-Cubed Guide (Hinton, Gannaway, Berry, & Moore, 2010) in recognition that in order to stay viable, websites must be designed in efficient and practical ways from the outset. The *Current Members* section has a photo of each affiliated institution (currently 17) and photographs and contact information for each academic member within each of these institutions as well as links to each academic's website, if desired. The web site links to existing case teaching and writing resources and OLT final reports as well as cases where available. For example, the website links to resources that are available free to all registered academics.

The ABCN is a peer to peer network whereby members will have the ability to share content or ask questions. The private section of the website is restricted to registered members. The private section includes: all workshop materials; rubrics for assessing student contribution and for marking case reports and exams; resources and comments initiated by members such as tips on teaching cases with large class sizes or teaching cases online will soon be added. The eligibility criterion for registration includes teaching academics within an Australian business school. Academics can register through the public website. Upon acceptance, an automated email is sent to the academic to continue registration. Registration activation will be confirmed within one week. The rationale for including a members-only section of the website versus a fully public website is that it allows the website to be peer-to-peer and driven by its members. The ABCN will be sustainable as it will not require excessive content development by the project team, and will engage the ABCN community to contribute to the advancement of case writing. The membership section of the website will be maintained by Associate Professor Colette Southam for a minimum of five years post seed project completion.

The private section of the website is the primary communications and administration mechanism of the ABCN. ABCN is a virtual network that provides online resources on case

writing and teaching to Australian business educators with the goal of shaping case teaching practice and research and ultimately enhancing graduate employability. ABCN connects business academics across the country, igniting and sustaining a practical focus and commitment to expanding and improving business case teaching and writing in Australia. The ABCN creates tangible connections among teachers across Australia with a common desire to engage students in real-world business problems using the case method. As suggested in the D-Cubed Guide (Hinton, Gannaway, Berry, & Moore, 2010), ABCN has been branded with a logo. In addition, the foundation members have provided input into mission, aims and goals.

The seed project presented in this final report initiated the ABCN. Its foundation members have made a commitment toward the mission of connecting case educators across the country and shaping case teaching practice and research. The network has the following four long term aims:

1. To increase the use of the case teaching method within Australian business schools to enhance students' problem solving, judgment and communication skills.
2. To provide training and support for Australian business school educators in teaching with cases and writing high quality business cases and teaching notes.
3. To increase the number of Australian business cases written, and in doing so, strengthen the relationships between industry and academia.
4. To provide ongoing support to Australian educators in case teaching and writing through the network and provide opportunities for peer-to-peer networking.

Further to these network aims, the ABCN strives to help business students in the following three ways:

1. Making business decisions: Enhancing students' abilities to make decisions within complex business environments.
2. Solving business problems: Developing and enhancing the solving of unstructured problems by providing realistic business scenarios.
3. Improving communication: Reinforcing students' oral and written communication skills through justifying their decisions and action plans.

The project team and project consultants have drafted a paper to be submitted in November to the *AMLE Conference*. *Prior to submission to the AMLE journal, it is expected practice to present at the peer-reviewed conference and receive feedback.* AMLE was selected for maximum impact because it is an A\* according to the ABDC as well as for its relevance as a premier education-focused journal of business schools. The title of the conference paper is 'Enabling the capacity of Australian business schools in case writing and teaching to enhance real-world, applied problem solving by business students.'

## Chapter 4: Results

### Workshop attendee demographics

Invitations to participate in the business case workshops were distributed to 40 Australian business schools; seventeen institutions registered participants (42.5 %). Workshop registration was capped at 100 participants (50 per workshop) and 98 attended (98%). This number also represents the conversion rate of enrolment to attendance. Demographic attendance by academic roles is represented in Table One below.

**Table One: Participants in business case workshops by universities and academic roles**

	Level D/E	Level C	Level B	Level A	Tutor	Other	Subtotal
Auckland University of Technology		1					1
Australian Catholic University		1					1
Bond University	9	3	3	2	2		19
Central Queensland University		1					1
Deakin University		1					1
Griffith University	1	2	4		2		9
James Cook University		3					3
La Trobe University	1	5					6
Macquarie University						1	1
Monash University	6	4	14	2		2	28
Murdoch University		2					2
Queensland University of Technology	4	4	2	2	1	1	14
RMIT University		1					1
Swinburne University of Technology	4	2					6
University of Queensland	1	2			1		4
University of Western Australia		1		1		1	3
University of New South Wales					1		1
Subtotal	26	33	23	7	7	5	101

Modal workshop attendance was led by Level C academics, followed by Level D/E (combined due to discrepancies in categorisations across institutions) and then Level B. Notably, four institutions sent Level A academics and four sent tutors, possibly indicating that universities are supporting quality case-based teaching at all levels. To be expected, modal attendance was through the two partner institutions, where the workshops were physically located with 43 per cent coming from Melbourne universities and 20 per cent coming from Gold Coast universities. However, 29 per cent of participants commuted from Brisbane to the Gold Coast; two Brisbane-based universities, Griffith University and Queensland University of Technology, sent relatively large numbers of academics to the workshops (9 and 14 respectively). Likewise, Melbourne-based universities, La Trobe University and Swinburne University of Technology, each enrolled six academics. Only eight per cent of participants did not come from Melbourne, Brisbane or the Gold Coast.

### **Notable demographic characteristics of workshop attendees**

These demographics (with the exception of gender) must be interpreted with caution as they are not based on the full delegate list of workshop participants; data was drawn from the pre workshop survey (described below) which had a response rate of 82 per cent.

- 57 per cent of the participants were female.
- 72 per cent of the participants had more than ten years and 46 per cent more than twenty years of teaching experience.
- 51 per cent claimed 'good' case teaching skills and 14 per cent were new case teachers.
- 53 per cent taught primarily undergraduates.

### **Pre and post workshop survey**

A pre and a post workshop survey were electronically distributed to registrants / participants. The pre workshop survey was sent four days prior to the workshop and the post workshop survey was sent six months after the workshop. The response rates were 82 per cent on the pre-workshop survey and 40 per cent on the post-workshop survey. Direct comparison between the pre and post workshop survey was not possible because the wording of questions was not precisely the same, direct comparison was not possible. In future, we would remedy this. Additionally, there were discrepancies in the sample sizes with 82 per cent completion of the pre workshop survey, but only 40 per cent completion of the post workshop survey. To mitigate this issue, we would ensure that the surveys were sent out well in advance of the reporting deadline to allow additional time to encourage a higher rate of survey participation.

### **Qualitative themes from workshop field notes**

Across the two workshops, there were six salient themes observed by the team members and recorded in the coded field notes and comment fields of the post workshop surveys. The project consultants categorised these themes as tensions between binary entities.

1. **Case teaching and case writing** - In brief, Professor Beamish's rationale for ordering the workshop content with teaching on the first day and writing on the second was that deep reflection in how to engage learners with contextual problems inspires authors to produce more robust cases. Day one field notes were replete with examples of workshop participants repeatedly trying to shift the focus onto case writing. This resulted from an unanticipated high level of mid- and late-career academics in attendance. In future, we would send the pre-workshop survey out farther in advance of



the workshop in order to provide the facilitator with details about the participants teaching and research backgrounds as well as their aspirations for the workshops.

2. **Teaching and research** - Related to the tensions in workshop content, there were observed tensions regarding academic roles, outcomes and career advancement. More than half the workshop participants consider themselves research focussed and an emergent workshop topic was whether cases *count* as research publications. Professor Beamish led conversations about impact and professional legacy. Specifically, he asked participants to reflect on and discuss whether they would take more pride in a large number of research citations or cases being frequently used to improve learning and impact public debate (e.g. in the media). It is especially meaningful since Professor Beamish one of the most highly published academics at a business school that is ranked in the top 100 globally by the Financial Times. While Australian and North American academics all face pressure to gain research citations, only the three Australian business schools who are ranked in the top 100 are in a similar position where a decrease in top tier academic publications can impact rankings and subsequently, MBA applications.
3. **Novice and experienced** - Both quantitative and qualitative pre and post workshop survey responses clearly established a strong experiential base for the majority of workshop participants. Overall, participants appeared to be much more confident (on the basis of experience) with teaching as opposed to writing cases. The project team recorded (in their day two field notes) that the participants were like sponges eager to soak up all conveyed skills and strategies in case writing. Both novice and experienced participants appeared willing to acknowledge their own limitations and needs, and were accepting, without apparent judgment, of one another's relative experiential bases.
4. **Mentors and mentees** - Following on from the theme of novice and experienced, without prompting, participants informally coalesced into experiential pairs or small groups, in which there were usually those who were in the roles of mentors and mentees. Notably, these categories were fluid in most cases, in that sharing and advice was most often reciprocal. For example, where one member of an informal team was a mentor regarding online teaching of business cases, the roles shifted when it came to supervising tutors in facilitating cases.
5. **Institutions and national**  
Project team members hypothesised that institutional and/or state alliances might interfere with collaboration and open sharing. This hypothesis appeared to become unfounded as participants appeared to move easily within and between groups in the workshops. It was never apparent which participants were from the same institutions or states and who had worked together before and who had not. The field notes had no references to conversation about intellectual property, trade secrets or other such matters. There were, on the other hand, repeated and various notations about open sharing and the potential for building and sustaining a national resource.
6. **Enthusiasm and realism**  
There was some mention of workloads and caution about over-committing. However, there were many field note entries and qualitative survey comments that indicated energy, enthusiasm and commitment as well. Participants appeared to be particularly motivated by their beliefs that business case teaching has the capacity to improve student learning, graduate outcomes and employability and that together they could resolve the deficiency of Australian business cases.

## Case teaching post workshop

The primary aim of the project was to increase case teaching in Australian business schools, and both internal survey and external repository data provided indirect evidence that this aim was met. Although it is not an absolute measure of case use, the data provided by Ivey Publishing (Table Two) shows that the cases purchased by the business schools affiliated with the ABCN increased significantly from 4,765 cases between January and December 2014 to 7,485 cases from January to July 2015.

**Table Two: Post-workshop increase in case use by ABCN affiliate business schools, aggregated by state**

Business School Location	2014 (Jan. – Dec.)	2015 (Jan. - July)
New South Wales	1,558	3,166
Queensland	961	1957
Victoria	1626	1709
Western Australia	620	653
Total	4,765	7,485

The post workshop survey data revealed that 83 per cent of respondents agreed that the workshop inspired them to use a greater proportion of cases in their teaching. Further, 74 per cent are considering designing a case-based program curriculum (e.g. a module within a subject or a whole degree program that is case based). Through written and verbal comments, numerous attendees indicated that the workshops exposed them to various case publishers; after the workshop, attendees newly registered for access to cases through Ivey Publishing (57%) and Harvard Publishing (29%).

## Cases writing post workshop

Forty-nine per cent of respondents to the post workshop survey (40 % of participants) have begun writing cases and these are in various stages of development (see Table Three).

**Table Three: Post workshop stages of case writing**

Number of cases	Stages of case writing				Total
	Scoping	Interviews	Drafting	Editing	
Case 1	9	3	4	3	19
Case 2	2	2	-	2	6
Case 3	2	-	1	-	3

Workshop participants indicated that the most ambitious scenario would be to develop individually, three cases within a year, were three. Fifty per cent of workshop participants stated a willingness to write and develop case studies, with 19 out of 40 survey respondents at various stages of developing their first case study, six in the process of developing their second and three developing their third. It was projected by some of the workshop

participants that due to the timing of the academic calendar it was not foreseeable to commence developing case studies until December 2015, for the 2016 academic calendar.

The end-of-project impact indications are that this team's business case workshops have increased the number of Australian business cases. Ivey Publishing reported that ABCN affiliate business schools published four cases in 2014 and another four between January and July 2015. Furthermore, according to post workshop survey data, the workshop has resulted in an increase in case writing; workshop participants also indicated intentions to write numerous additional cases. Sixty-one per cent of attendees who completed the post workshop survey reported being inspired to write more cases after attending the workshop and most (65%) intend to publish their cases.

Out of the 40 workshop participants who completed the post workshop survey, all but two and three participants respectively responded to the questions as to whether or not they were inspired to write more cases and furthermore with the goal of publication. Sixty-three per cent of respondents indicated agreement or strong agreement with this inspiration and sixty-five per cent with the goal of publishing in case repositories.

The survey also asked respondents to identify (by tick marks) which topics they planned to address through their authored cases. Twenty-three topics were ticked and the sole category that was not ticked by at least one respondent was telecommunications. There was wide variation among topics with four topics ticked by only one respondent each and seven topics by two respondents. The modal topic ticked by ten respondents was *government*, followed by *education and training* by eight respondents and *health care* and *professional services* each by six respondents.

### **Future of the ABCN**

At the two workshops, the project team led discussions regarding the ABCN with the goal of collaboratively designing and planning its mission, goals, function and mechanisms. Seventeen points were recorded and included on the post-workshop survey as tick boxes. The question stem was - *How do you wish to be involved in the new Australian Business Case network? Select all choices that are relevant.* Five of the points were ticked by 40 per cent or more of the respondents. Listed in rank order, these were:

- 68 per cent - writing cases for publication
- 44 per cent - writing cases for personal use or to share with network colleagues
- 41 per cent - attending round-table discussions of the case network
- 41 per cent - collaborating with (a) research focused academic/s to write cases
- 41 per cent - collaborating with (a) teaching focused academic/s to write cases

Notably, while a relatively large number of respondents ticked boxes indicating a desire to collaborate (with research and/or teaching focused academics) to *write* cases, a relatively small number ticked boxes indicating a desire to collaborate to *teach* cases. This is consistent with the higher esteem demonstrated in the workshop for writing versus teaching cases. This may be an indication of relative self-efficacy and/or a reflection of the impracticalities of teaching versus writing across institutions.

## Chapter 5: Meaning and implication of results

Across Australia, business schools are seeking to assure and improve quality, particularly in regard to the student learning experience (French, et.al., 2014; Lawson, et.al., 2015).

Furthermore, business schools acknowledge that their commitment to quality includes ensuring graduate employability (Jackson, 2012). As such, the project team proposed to ameliorate three higher education needs:

1. Fill a persistent gap in the development of problem solving, judgment and communication skills within the Australian business curriculum by fostering the ability of graduates to solve complex, unstructured, real-world problems. Addressing this gap can be expected to lead to better prepared, more employable and more professionally competent graduates.
2. Fill industry's need for job-ready employees with higher order cognitive skills required for making decisions and solving problems graduates will face in the business world.
3. Fill a gap in university teacher training and professionalization in the unique skills of case-based teaching. This is essential to enable effective student learning, as the case method uniquely demands that students independently discover key contours of problems and formulate solutions.

The project team's literature review revealed that teaching through business cases is an efficacious means of improving the student learning experience and making a substantive contribution towards graduate employability (Erzurumlu & Rollag, 2013; Cullen, 2013; Hershey & Walker, 2006; Kroes, Chen, & Mangiameli, 2013; Marcum & Perry, 2010; Pitt & Watson, 2011; Reder, 2009; Swanson & Morrison, 2010).

A number of learning experiences derived from the two business case workshops that were conducted and the data that was collected and analyzed regarding these project activities.

### Commitment and continuing education of business academics

One of the laments of those who organise workshops and other professional development activities is that academics are resistant and attendance is poor (McLaren & Kenny, 2015; Quinn, 2012). However, in this case, attendance exceeded the specified key performance indicators. The project team committed to providing professional development about case teaching and case writing to 80 academics and 101 attended. Furthermore, academics were from every rank, including both ends of the spectrum from tutors through to full professors. Given that 47 per cent of the participants were from the home institutions where the workshops were physically offered and only 8 per cent did not come from institutions in the home institutions of the Melbourne or the Gold Coast (or Brisbane which is in reasonably close proximity), there is a strong indication that many more business academics would be willing to pursue business case development if offered in or near their home institutions.

### Business case teaching in relation to business case writing

Workshop participants were observed to be more motivated by professional development in business case writing than they were by business case teaching. This observation was

supported by post workshop survey results, such as respondents ticking a desire for future collaborations for case writing and not for case teaching. However, Ivey Publishing (home affiliation of the expert workshop facilitator) reported a 36 per cent increase in case use by the business schools who sent delegates to the project workshops. Notably, the figure of 4,765 cases used in 2014 was for a whole year, whereas the 7,485 cases used in 2015 was over a 7 month period, meaning that the figure can be expected to rise much higher. It is reasonable to assume that the participants gained an enthusiasm for case teaching through the workshops. Furthermore, when the facilitator persisted with content and process around case teaching even though the participants expressed a desire to move onto case writing, they began to discover strategies and approaches that they later described as beneficial. For example, participants gained a practical appreciation for teaching notes.

## Australian Business Case Network (ABCN)

The conversation between the workshop participants demonstrated acknowledgement of a gap in teaching resources, in that there is a paucity of cases about Australian businesses contextualised by Australian considerations and priorities. Furthermore, there was a commitment by participants to collaborate to take responsibility for writing Australian business cases that can be used within and beyond Australia. As evidence of this commitment, nearly 50 per cent of post workshop survey respondents had already commenced case writing.

## Overall implications

1. The project derived evidence that business academics are motivated to attend business case professional development, particularly offered in or close to their institutions. The suggestion is therefore to consider offering additional workshops in other Australian regions.
2. The project team observed that the workshop participants were more motivated by case writing than by case teaching, but concluded that both are needed in order to impact quality of Australian higher education. The workshop focused on writing high quality business cases with teaching notes with no requirement for academics to publish their cases. However, most participants expressed interest in publishing their cases in order to be rewarded for their teaching efforts with a tangible academic output. Ivey Publishing does not charge fees for using your own published cases in your own classes so this would enable Australian academics to have their cases peer reviewed and professionally edited without any cost to their own students.
3. Project participants embraced the opportunity to form an Australian Business Case Network (ABCN) and collaboratively lift the quality and quantity of Australian business cases and thereby business case teaching in Australian institutions. This result forms an imperative to sustain and continue to grow the ABCN.

## Chapter 6: Impact

Changes (evidenced and anticipated) at:	Project completion	6 months post completion	12 months post completion	24 months post-completion
<b>(1) Team members</b>	Project leader employed by Ivey Business School as an Adjunct Associate Professor qualified to teach case teaching and case creation.		Leadership team will have published four Australian business cases and will be using them in their teaching.	Project leader will have established herself as a business case writing and teaching workshop facilitator, having led a minimum of 3 workshops.
<b>(2) Immediate students / graduates</b>	Three postgraduate students collaboratively writing business cases with project leader and one postgraduate student with each of the team members.  Student access to Ivey business cases through teacher use rose from 174 to 714 cases at Bond University and from 531 to 632 at Monash University.		Students will have a 10 per cent decrease in textbook fees due to access to free cases as benefit to authoring teachers.	20 per cent increase in student participation in business case competitions.
<b>(3) Spreading the word</b>	EQUIS review panel gave informal affirmation on the tangible impact of Australian business cases.	Website launched with 500 viewers.		Dissemination of article in A* journal- <i>Academy of Management Learning and Education</i>

<b>Changes (evidenced and anticipated) at:</b>	<b>Project completion</b>	<b>6 months post completion</b>	<b>12 months post completion</b>	<b>24 months post-completion</b>
<b>(4) Narrow opportunistic adoption</b>	Greater than 57 per cent increase in workshop participant's use of published Ivey cases in teaching.	Greater than 50 per cent of workshop participants will have made substantial progress in writing the first draft of at least one Australian business case.	25 per cent of the workshop participants will have established at least one new industry partner resulting from case writing collaboration.	
<b>(5) Narrow systemic adoption</b>	83 per cent of workshop participants responding to post workshop survey reported being inspired to teach more with cases and 72 per cent inspired to create a case-based curriculum.			
<b>(6) Broad opportunistic adoption</b>	Project leader has been contacted by an academic applying for an OLT project in using cases in arts management.			At least three other disciplines will have contacted the ABCN to adopt and apply the case protocols.
<b>(7) Broad systemic adoption</b>	17 out of 40 schools participated in case based writing professional development.			36 out of 40 schools participated in case based writing professional development.

## Chapter 7: Lessons learned

### For academics teaching business cases

- Case teaching can be adapted to all Australian business schools. Participants shared success stories of case teaching in large classrooms as well as in online environments.
- Regardless of geographical location, Australian academics should reach out to experienced case teachers electronically for assistance with case teaching. The global community of case teachers seem willing to share resources with academics outside their own business schools and countries.
- Published cases have comprehensive teaching notes to make it easy for case teachers to benefit from the experience of others and authors of the cases are happy to answer specific questions or provide additional resources e.g., spread sheets.
- The publishing houses provide assistance with developing case packs and finding the right teaching case. To mitigate the licensing costs of using cases from publishing houses, Ivey Publishing does not charge fees for using your own published cases in your own classes. This enables Australian academics to have their cases and teaching notes peer reviewed and professionally edited without any cost to their own students.

### For academics writing business cases

- Draw upon recent business issues and leverage connections with successful business school alumni to write cases that have an Australian context.
- There are multiple, legitimate ways of having impact as academics. Your published cases enable students all of over world to learn about Australian businesses and practices.
- Your case writing can impact applied or theoretical research if you aim to publish both a refereed article and a teaching case from a single investigation.

### For academics submitting OLT seed grants

- Solicit peer evaluation of your grant, research methodology and final report.
- Find a mentor with OLT experience and expertise. This is imperative for academics with research expertise in empirical fields. Being an experienced teacher is not a substitute for knowledge of the learning and teaching literature and forming research plans.
- Design your survey after you have mapped out your tables for your final report.
- Put together a cross-institutional, cross-disciplinary team with diverse expertise.
- At the inception, map out specific duties for each team member.
- Build meaningful relationships well in advance of the grant deadline.
- Solve problems creatively when unexpected things happen.
- Take advantage of the wide array of OLT resources, incorporate feedback from your mid-project assessment and reach out to OLT specialists when you have questions.



# Appendix A

## Lead institution certification

*Certification by Deputy Vice-Chancellor (or equivalent)*

I certify that all parts of the final report for this OLT grant/fellowship (remove as appropriate) provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: Professor Keitha Dunstan  
Pro-Vice Chancellor (Learning and Teaching)

Date:



14/08/15

## Appendix B

### References

- Barrie, S.C. (2006). Understanding what we mean by the generic attributes of graduates. *Higher Education, 51*(2), 215-241.
- Böcker, F. (1987). Is Case Teaching More Effective than Lecture Teaching in Business Administration? An Explanatory Analysis. *Interfaces, 17*(5), 64-71. doi: <http://dx.doi.org/10.1287/inte.17.5.64>
- Bowden, J., Hart, G., King, B., Trigwell, K., & Watts, O. (2000). *Generic capabilities of ATN university graduates*. Canberra: Australian Government Department of Education, Training and Youth Affairs. Retrieved from <http://www.gradskills.anu.edu.au/generic-capabilities-framework>
- Bridgstock, R. (2009). The graduate attributes we've overlooked: enhancing graduate employability through career management skills. *Higher Education Research and Development, 28*(1), 31-44. doi: 10.1080/07294360802444347
- Business, Industry and Higher Education Collaboration Council (BIHECC). (2007). *Graduate employability skills*. Barton, ACT: Precision Consultancy and Commonwealth of Australia.
- Che, Z., & Che, Z. (2011). Study on case teaching of financial management. *Higher Education Studies, 1*(2), 118-120.
- Crossman, J., & Bordia, S. (2011). Friendship and relationships in virtual and intercultural learning: Internationalising the business curriculum. *Australian Journal of Adult Learning, 51*(2), 329-354.
- Cullen, A. (2013). Using the case method to introduce information skill development in the MBA curriculum. *Journal of Business & Finance Librarianship, 18*, 208-232. doi: <http://dx.doi.org/10.1080/08963568.2013.795740>
- Davis, C., & Wilcock, E. (2009). *Teaching materials using case studies*. The Higher Education Academy. Retrieved from <http://www.materials.ac.uk/guides/casestudies.asp>
- Duarte, F.P. (2013). Conceptions of good teaching by good teachers: Case studies from an Australian university. *Journal of University Teaching & Learning Practice, 10*(1), 1-15.
- Emerson, R.M., Fretz, R.I., & Shaw, L.L. (2011). *Writing ethnographic fieldnotes (2<sup>nd</sup> ed.)*. Chicago: University of Chicago Press.
- Erzurumlu, S.S., & Rollag, K. (2013). Increasing student interest and engagement with business cases by turning them into consulting exercises. *Journal of Innovative Education, 11*(4), 359-381.
- Fish, K.E., Martinez, C.R., Santillán, R.J., & Brazell, J.D. (1998). International marketing internet in the classroom (IMIC): A global approach to the group case method. *Marketing Education Review, 8*(2), 75-82.
- Freeman, M., Hancock, P., Simpson, L., & Sykes, C. (2008). *Business as usual? A collaborative and inclusive investigation of existing resources, strengths, gaps and challenges to be addressed for sustainability in learning and teaching in Australian university business faculties*. Sydney, NSW: The Carrick Institute for Learning and Teaching in Higher Education. Retrieved from <http://www.olt.gov.au/project-business-usual-collaborative-sydney-2006>

- Fowler Jr, F. J. (2013). *Survey research methods*. (5<sup>th</sup> ed). London, United Kingdom: Sage.
- French, E., Summers, J., Kinash, S., Lawson, R., Taylor, T., Herbert, J., Fallshaw, E., & Hall, C. (2014). The practice of quality in assuring learning in higher education. *Quality in Higher Education*, 20(1), 24-43. doi: 10.1080/13538322.2014.889432
- Glaserfeld, E. (1989). Facts and the self from a constructivist point of view. *Poetics*, 18(4-5), 435-448.
- Haigh, M., & Clifford, V. A. (2011). Integral vision: A multi-perspective approach to the recognition of graduate attributes. *Higher Education Research and Development*, 30(5), 573-584.
- Halvorson, W., Crittenden, V.L., & Pitt, L. (2011). Teaching cases in a virtual environment: When the traditional case classroom is problematic. *Journal of Innovative Education*, 9(3), 485-492.
- Hancock, P, Howieson, B, Kavanagh, M, Kent, J, Tempone, I, & Segal, N (2010). Accounting for the Future. In E. Evans, R. Burritt & J. P. Guthrie (Eds.), *Accounting Education at the Crossroad in Centre for Accounting, Governance, and Sustainability and The Institute of Chartered Accountants in Australia* (pp. 54-62).
- Hershey, L., & Walker, S. (2006). Using the CPPD method of analysis for teaching case studies in the marketing management class. *Marketing Education Review*, 16(2), 45-57.
- Higher Education Council (Australia). (1992). *Higher education: Achieving quality*. Canberra: Australian Government Publishing Service.
- Hinton, T., Gannaway, D., Berry, B., & Moore, K. (2010). *The D-Cubed guide: Planning for effective dissemination*. Sydney, NSW: Australian Learning and Teaching Council. Retrieved from <http://www.tedi.uq.edu.au/docs/StratigicTLGrantsTheD-Cubedguide-webandemailversion.pdf>
- Jackson, D. (2012). Business undergraduates' perceptions of their capabilities in employability skills: Implications for industry and higher education. *Industry and Higher Education*, 26(5), 345-356.
- Kellett, P., & Hede, A-M. (2008). Developing a sport museum: The case of Tennis Australia and the tennis heritage collection. *Sport Management Review*, 11(1), 92-117. doi: 10.1016/S1441-3523(08)70105-0
- Kinash, S. & Crane, L. (2015, May). *Enhancing graduate employability of the 21st century learner*. Published conference proceedings from the International Mobile Learning Festival, Hong Kong.
- Kinash, S., Crane, L., Judd, M-M., Knight, C., & Dowling, D. (2015, July). *What students and graduates need to know about graduate employability: Lessons from National OLT research*. Published conference proceedings from the Higher Education Research and Development Society of Australasia Annual Conference: Learning for life and work in a complex world, Melbourne, VIC, Australia.
- Klobas, J.E. (2005). Teaching with a scalable, multidisciplinary learning object: A business school case study. *Journal of Information Systems Education*, 16(3), 329-340.
- Kroes, J.R., Chen, Y., & Mangiameli, P. (2013). Improving students' data analysis and presentation skills: The Ocean State Circuits, Inc. forecasting project. *Decision Sciences Journal of Innovative Education*, 11(2), 165-174. doi: 10.1111/dsj.12004
- Lawson, R., Taylor, T., French, E., Fallshaw, E., Hall, C., Kinash, S., & Summers, J. (2015). Hunting and gathering: New imperatives in mapping and collecting student learning

- data to assure quality outcomes. *Higher Education Research and Development*, 34(3), 581-595. doi: 10.1080/07294360.2014.911249
- Litchfield, A., Frawley, J., & Nettleton, S. (2010). Contextualising and integrating into the curriculum the learning and teaching of work-ready professional graduate attributes. *Higher Education Research and Development*, 29(5), 519-534.
- Marcum, T.M. & Perry, S.J. (2010). It's not easy being green: Bringing real life to the undergraduate legal environment of business classroom. *Journal of Legal Studies Education*, 27(1), 81-104. doi: 10.1111/j.1744-1722.2010.01069.x
- Mathews, P. (2008). Case-based reasoning as a strategic teaching tool. *The International Journal of Learning*, 15(3), 17-28.
- McLaren, H. & Kenny, P.L. (2015). Motivating change from lecture-tutorial modes to less traditional forms of teaching. *Australian Universities' Review*, 57(1), 26-33.
- Mesny, A. (2013). Taking stock of the century-long utilization of the case method in management education. *Canadian Journal of Administrative Sciences*, 30(1), 56-66.
- Mintzberg, H. (2005). *Managers not MBAs: A hard look at the soft practice of managing and management development*. San Francisco: Berrett-Koehler.
- Oliver, B. (2013). Graduate attributes as a focus for institution-wide curriculum renewal: Innovations and challenges. *Higher Education Research and Development*, 32(3), 450-463.
- Papadopoulos, T., Taylor, T., Fallshaw, E., & Zanko, M. (2011). *Engaging industry: Embedding professional learning in the business curriculum*. Sydney, NSW: Australian Learning and Teaching Council. Retrieved from <http://www.olt.gov.au/project-engaging-industry-embedding-vu-2008>
- Pitt, L.F., & Watson, R.T. (2011). The case for cases: Writing and teaching cases for the emerging economies. *Information Technology for Development*, 17(4), 319-326. doi: <http://dx.doi.org/10.1080/02681102.2011.604080>
- Presser, S., Couper, M. P., Lessler, J. T., Martin, E., Martin, J., Rothgeb, J. M., & Singer, E. (2004). Methods for testing and evaluating survey questions. *Public opinion quarterly*, 68(1), 109-130.
- Quinn, L. (2012). Understanding resistance: An analysis of discourses in academic staff development. *Studies in Higher Education*, 37(1), 69-83. doi: 10.1080/03075079.2010.497837
- Reder, M.E.K. (2009). Case study of Apple, Inc. for business law students: How Apple's business model controls digital content through legal and technological means. *Journal of Legal Studies Education*, 26(1), 185-209. doi: 10.1111/j.1744-1722.2009.00064.x
- Seidel, S., Recker, J., Pimmer, C., & van Brocke, J. (2014). IT-enabled sustainability transformation - the case of SAP. *Communications of the Association for Information Systems*, 35(1), 1-17.
- Shaddock, A. (2014). *Using data to improve learning: A practical guide for busy teachers*. Camberwell, VIC: ACER.
- Swanson, D.A., & Morrison, P.A. (2010). Teaching business demography using case studies. *Population Research and Policy Review*, 29(1), 93-104. doi: 10.1007/s11113-009-9155-4.
- Treleaven, L., & Voola, R. (2008). Integrating the development of graduate attributes through constructive alignment. *Journal of Marketing Education*, 30(2), 160-173.

# Appendix C Brochure

## Building an Australian Business School Case Study Network

Inaugural Case Teaching and Writing Workshop



13-14 January 2015  
Bond University, Gold Coast

OR

19-20 January 2015  
Monash University, Melbourne

### WHAT TO EXPECT FROM THIS WORKSHOP

This workshop will provide seminal professional development and training for Australian business school faculty in case teaching and writing. Case pedagogy has proven critical to management education globally, as it embodies experiential learning, fosters peer learning, and centrally involves industry. However, the relative scarcity of Australian cases and professionally trained local case teachers and writers are significant impediments to the advancement of Australian business schools and management education. This workshop will offer a hands-on initiation into the nuances of teaching and writing cases. The workshop forms part of a nationally funded teaching and learning project, aimed at building an Australian Business School Case Study Network. The network is intended to become an ecosystem for high quality case-based teaching and scholarly activity, which in turn will contribute to capacity building in Australian business academia and practice.

### Key Speaker



**PROFESSOR PAUL BEAMISH**  
Professor, International Business  
Executive Director Ivey Publishing  
Ivey Business School  
Western University, Canada

Professor Beamish comes to us with a wealth of knowledge and experience. He holds the Canada Research Chair in International Management at the Ivey Business School, Western University, Canada. He is the author or co-author of over 50 books and 100 refereed articles. He is a fellow of the Royal Society of Canada, Academy of International Business, and the Asia Pacific Foundation of Canada.

Professor Beamish has received the International Management Outstanding Educator award in 2012, from the Academy of Management and has received best research awards from the Academy of Management, the Academy of International Business (AIB) and the Administrative Sciences Association of Canada (ASAC).

Professor Beamish has also authored 120 case studies, primarily in the international management area. These have appeared in case journals, and in over 125 books. In total, 21 of his cases have won awards. He is the recipient of best case writing awards from the European Foundation for Management Development, ASAC, ECCH, Ivey and AIB.





## Schedule

### DAY 1

9:00 am Sign-in; Coffee/Tea refreshments  
9:30 am Morning Session  
12:00 pm Lunch  
12:30 pm Afternoon Session

### DAY 2

9:30 am Morning Session  
12:00 pm Lunch  
12:30 pm Afternoon Session  
2:00 pm Afternoon tea  
2:15 pm Final Session  
4:30 pm Post-workshop networking

### Venue

**Gold Coast:** Bond University  
Gold Coast, Queensland 4226

**Melbourne:** Monash University  
Melbourne, Victoria 3800

To Register for this  
**COMPLIMENTARY**  
Workshop

Early Bird Registration Deadline:  
(guarantees 2 attendees per institution)  
30 November 2014

Registration Deadline:  
15 December 2014

For Gold Coast click [here](#)

For Melbourne click [here](#)

**COST: COMPLIMENTARY**



*Support for this publication/activity has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this publication/activity do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.*

# Appendix D

## Run Sheet for Workshop

### CASE TEACHING AND WRITING WORKSHOP BOND OFFICE OF TEACHING AND LEARNING

#### WORKSHOP FACILITATOR

#### **Professor P.W. Beamish**

Executive Director, Ivey Publishing, Canada Research Chair in International Management  
Director, Asian Management Institute, Engaging Emerging Markets Research Centre  
Fellow of the Royal Society of Canada, Donald L. Triggs Chair in International Business

#### DAY 1

Venue: University Club

8:00 PRE-WORKSHOP BREAKFAST AND INFORMAL DISCUSSIONS

**Host: Dr. Colette Southam**

+ Venue: Office of Learning and Teaching

9:00 REGISTRATION

**Greeter: Mr. Paul Kelly**

9:30 WELCOME

**Professor Keitha Dunstan**

Bond University Pro Vice-Chancellor (Learning and Teaching)  
Chair of Academic Senate

9:30 INTRODUCTORY EXERCISES AND WORKSHOP OBJECTIVES

**Professor P.W. Beamish**

10:00 CASE: NORA-SAKARI

10:30 MORNING TEA

10:45 CASE: NORA-SAKARI

12:00 LUNCH

12:30 CASE TEACHING DISCUSSION

1:00 CASE: EURO-AIR (A)

2:00 AFTERNOON TEA

2:15 CASE: EURO-AIR (A)

2:45 TEACHING WITH CASES

4:00+ HOMEWORK ASSIGNMENT

**DAY 2**

Venue: Office of Learning and Teaching

- 9:00 CASE TEACHING DISCUSSION  
**Professor P.W. Beamish**
- 10:30 MORNING TEA
- 10:45 TEACHING WITH CASES
- 11:30 CASE WRITING DISCUSSION
- 12:00 LUNCH
- 1:00 FRAMING A CASE
- 1:45 DEVELOPING A COURSE PACK AND EDITING CASE COLLECTION
- 2:00 AFTERNOON TEA
- 2:15 CASE: MATTTEL AND THE TOY RECALLS (B)
- 3:00 WRAP UP
- 4:00 CLOSING COMMENTS  
**Professor and Pro Vice Chancellor Keitha Dunstan**
- 4:10 GROUP PHOTOGRAPH

Venue: University Club

- 4:30 POST-WORKSHOP RECEPTION



# Appendix E

## Pre workshop survey

09/01/2015

Qualtrics Survey Software

### **Informed Consent**

#### **Informed Consent Form**

#### **Introduction**

This survey attempts to collect information about your experience and interests in case teaching and writing.

#### **Procedures**

You are asked to complete a short questionnaire about your experience and interests in case teaching and writing. The questionnaire consists of 20 questions and will take approximately 10 minutes or less. Questions are designed to determine what you expect from the upcoming case teaching and writing workshop based on your experience and interests. This questionnaire will be conducted with an online Qualtrics-created survey.

#### **Risks/Discomforts**

There are no risks associated with involvement in this study.

#### **Benefits**

There are no direct benefits for participants. However, it is hoped that through your participation, researchers will learn more about the best practices of conducting case teaching and writing workshops and forming a case teaching resource ecosystem.

#### **Confidentiality**

All data will be kept confidential and will only be reported in an aggregate format and never reporting individual responses. All questionnaires will be concealed, and no one other than the primary investigators and research assistants listed below will have access to them. The data collected will be stored in the HIPPA-compliant, Qualtrics-secure database until it has been deleted by the primary investigators.

<https://az1.qualtrics.com/ControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=83halaZ1jZSLX1yKodo7r>

1/7

### Compensation

There is no compensation for participating in this study.

### Participation

Participation in this research study is completely voluntary. You have the right to withdraw at anytime or refuse to participate entirely.

### Questions about the Research

If you have questions regarding this study, you may contact Srinivas Sridharan at +61-3-9903-2727, [srinivas.sridharan@monash.edu](mailto:srinivas.sridharan@monash.edu) or Amanda Pyman at + 61-3-9903-2036, [amanda.pyman@monash.edu](mailto:amanda.pyman@monash.edu) or Colette Southam at +61 7 5595 2220, [csoutham@bond.edu.au](mailto:csoutham@bond.edu.au) or Paul Kelly at [paul.kelly@student.bond.edu.au](mailto:paul.kelly@student.bond.edu.au).

### Questions about your Rights as Research Participants

If you have questions you do not feel comfortable asking the researcher, you may contact Bond University's Human Research Ethics Committee, at +61-7-559-54194, [buhrec@bond.edu.au](mailto:buhrec@bond.edu.au). The project ethics approval number is R01878

### Do you agree to proceed and answer the survey?

- Yes  
 No

### Demographics

Please tell us a bit about yourself in the following questions.

What is your age?

Please describe the extent of your professional experience.

- Less than 2 years
- 2 to 5 years
- 5 to 10 years
- 10 to 20 years
- More than 20 years

What is your gender?

- Male
- Female

Please indicate your occupation:

How would you describe your academic profile?

- Teaching only
- Research + Teaching (Education-focused)
- Research + Teaching (Research-focused)
- Research only

Are you a full time academic?

- Yes, full-time
- No, part-time

### Experience and Expectations of Case Method

Please indicate your background in case teaching and writing by rating the following statements.

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
I have good skills in case teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am experienced in case teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have good skills in case writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am experienced in case writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your expectations from this workshop by rating the following statements.

**I expect that this workshop will**

	Not an expectation at all			Strong expectation		Not Applicable
	1	2	3	4	5	
Enable me to start writing cases						<input type="checkbox"/>
Enable me to write more cases than I do currently						<input type="checkbox"/>
Enable me to write cases that are of a high quality that can be shared among Australian business schools						<input type="checkbox"/>
Enable me to write cases that can be published in premier case collections (e.g. Harvard, Ivey, INSEAD)						<input type="checkbox"/>
Expose me to a bigger pool of Australian cases						<input type="checkbox"/>
Generate ideas toward regional sharing of resources (e.g. via web portal, regional events, peer interactions)						<input type="checkbox"/>
Expose me to best practices in academic-industry interactions for the purpose of generating Australian cases						<input type="checkbox"/>
Enable me to start teaching using the case method						<input type="checkbox"/>
Enable me to use a greater proportion of cases in my teaching						<input type="checkbox"/>
Enable me to design case-based program curriculums						<input type="checkbox"/>

Generate ideas toward institutional capacity building for case teaching in Australia

Expose me to ideas toward using teaching cases as a source of data for research

Are there specific topic areas for which you are especially considering adopting the case method (e.g. social enterprise)? Please indicate these in the text box below.

Are you using or considering using the case method for undergraduate (UG) or post-graduate (PG) education?

UG

PG

Can you tell us the name of the degree program in which you are primarily using or considering using the case method?

Please indicate the average class size in which you teach or intend to teach using the case method

**Please allocate a total of 100 points among the following graduate attributes, depending on how relevant they are to you as a reason for considering the case method of teaching;**

**the more relevant an attribute is to the case teaching method in your opinion, the more points you should allocate to it.**

Ability to navigate unstructured problems, and arrive at a workable framework	0
Ability to make sound judgments (e.g. including both positive and negative aspects in an evaluation)	0
Ability to make decisions (e.g. choose a strategic course of action)	0
Ability to justify decisions in a small group environment	0
Ability to communicate decisions effectively in a large group environment	0
Ability to resolve ethical dilemmas	0
Ability to contribute meaningfully to evolving debate	0
Ability to work in teams collaboratively	0
Ability to comprehend actual business situations	0
Ability to make informed estimates about future scenarios	0
Total	0

### Case network-related

Are you subscribed to any business school case publishing house (e.g. Harvard, Ivey)?

- Yes  
 No

Which case publishing house(s) are you subscribed to?

Do you feel there should be a dedicated case teaching resource centre for business schools in the Australian/NZ/Oceania region?

- Yes  
 Maybe  
 No

Please indicate the extent to which you would see yourself becoming involved if such a

dedicated case teaching resource centre were to be formed (e.g. an Australia/NZ Business Case Network - a virtual web portal)

- Not at all involved
- Mildly involved
- Highly involved
- Can't tell at this stage

Please describe the nature of your possible involvement. Pick as many choices that are relevant.

- I would be willing to write cases on behalf of the case network
- I would be willing to mentor peer case teachers of the case network
- I would be willing to attend future roundtable discussions of the case network
- I would be willing to promote the case network internally within my institution
- I would be willing to encourage my institutional colleagues to write cases on behalf of the case network

### End of survey

You are done! Thanks for responding to our questions. This gives us a good base of information to brainstorm forming a high quality ecosystem for case-based teaching and scholarly activity in our region.

We hope you have a great time at the case teaching and writing workshop, and we welcome all your feedback at and beyond the session.

Powered by Qualtrics

# Appendix F

## Post workshop survey

Default Question Block

---

**INFORMED CONSENT FORM**

**Introduction**

This study attempts to collect information about the extent to which the case teaching and writing workshop conducted in January 2015 at Monash and Bond universities, may have helped in participants' teaching activities over this past semester.

This information will assist in the design of a new Australian Business Case Network, intended to be launched as a virtual ecosystem for high quality case-based business teaching and scholarly activity .

For respondents who did not attend the said workshop, the survey will direct you to a broader set of questions about your interests in case teaching and writing, and your desire to be involved in the said network.

**Procedures**

You will be asked to complete a short questionnaire consisting of 10 to 15 questions that will take 10-15 minutes to complete. This questionnaire will be conducted with an online Qualtrics-created survey.

**Risks/Discomforts**

There are no risks associated with involvement in this study.

**Benefits**

Through your participation, the researchers will learn more about the best practices of conducting case teaching and writing workshops for this region. Further, your insights will directly contribute to forming a high quality case teaching and writing web-based resource, which can in turn benefit your own future teaching endeavours.

**Confidentiality**

All data obtained from participants will be kept confidential and will only be reported in an aggregate format (by reporting only combined results and never reporting individual ones). All questionnaires will be concealed, and no one other than the primary investigator and assistant researchers listed below will have access to them. The data collected will be stored in the HIPPA-compliant, Qualtrics-secure database until it has been deleted by the primary investigator.

**Compensation**

There is no compensation for participating in this study.

**Participation**

Participation in this research study is completely voluntary. You have the right to withdraw at anytime or refuse to participate entirely.

**Questions about the Research**

If you have questions regarding this study, you may contact Srinivas Sridharan at +61-3-9903-2727, [srinivas.sridharan@monash.edu](mailto:srinivas.sridharan@monash.edu) or Amanda Pyman at +61-3-9244-6170, [amanda.pyman@deakin.edu.au](mailto:amanda.pyman@deakin.edu.au) or Colette Southam at +61-7-5595-2220, [csoutham@bond.edu.au](mailto:csoutham@bond.edu.au) or George Hrivnak at [ghrivnak@bond.edu.au](mailto:ghrivnak@bond.edu.au) or Paul Kelly at [paul.kelly@student.bond.edu.au](mailto:paul.kelly@student.bond.edu.au).

**Questions about your Rights as Research Participants**

If you have questions you do not feel comfortable asking the researcher, you may contact Bond University's Human Research Ethics Committee at +61-7-5595-4194, [buhrec@bond.edu.au](mailto:buhrec@bond.edu.au). The project ethics approval number is RO1878

---

I have read, understood, and printed a copy of, the above consent form and desire of my own free will to participate in this study.



- Yes
- No

Did you attend the case workshop conducted by Professor Paul Beamish in January?

- Yes
- No

Please select your workshop venue

- Gold Coast
- Melbourne

Please indicate the extent to which the case teaching and writing workshop has helped in meeting your expectations in the past semester

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Inspired me to write more cases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired me to write cases with the goal of publishing in case repositories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you started to write any cases since returning from the workshop?

- Yes
- No

How many cases have you started to write?

- 1 Case
- 2 Cases
- 3 Cases
- 4 Cases
- 5 Cases
- 6 Cases
- 7 Cases

At what stage is the case?

	Stage			
	Scoping	Interviews	Drafting	Editing
Case 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At what stage are the cases?

	Stage			
	Scoping	Interviews	Drafting	Editing
Case 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

At what stage are the cases?

	Stage			
	Scoping	Interviews	Drafting	Editing
Case 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

At what stage are the cases?

	Stage			
	Scoping	Interviews	Drafting	Editing
Case 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

At what stage are the cases?

	Stage			
	Scoping	Interviews	Drafting	Editing
Case 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

At what stage are the cases?

	Stage			
	Scoping	Interviews	Drafting	Editing
Case 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

At what stage are the cases?

	Stage			
	Scoping	Interviews	Drafting	Editing
Case 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Did the workshop inspire you to use a greater proportion of cases in your teaching?

Yes

No

---

Please provide the name of the case(s) that you used in your teaching and the relevant subject

---

Did the workshop inspire you to think about designing a case-based program curriculum? (eg: A module within a subject or a whole degree program that is case based)

Yes

No

---

Please provide details of the case-based program curriculum you have in mind or have already designed

---

Did the workshop inspire you to think about institutional capacity building of case teaching and writing in Australia? (eg. Organise a case teaching workshop in your faculty and/or case writing workshop, utilise team case teaching and/or writing, arrange an institutional licence agreement to purchase cases)

Yes

No

---

Please provide details of your ideas toward institutional capacity building of case teaching and writing in Australia

---

Did the workshop inspire you to think about using teaching cases as a source of data for scholarly research?

Yes

No

No

Please provide details of how you intend to use or have already used cases as a source of data for scholarly research

Do you use case studies in your teaching?

- Yes  
 No

Do you intend to use cases in future as part of your teaching?

- Yes  
 Maybe; Not sure right now  
 No

Do you have a subscription with any case publisher to browse and download cases and teaching notes? Please select all that apply.

- Harvard Business School Publishing  
 Ivey Publishing  
 Darden Business Publishing  
 The Case Centre  
 IMD  
 INSEAD Case Publishing  
 CasePlace.org  
 GlobalLens, Michigan  
 Learning Edge, MIT  
 ICMR, India  
 Other

Have you newly subscribed to any case publisher, following your participation in the workshop? Please select all that apply.

- Harvard Business School Publishing  
 Ivey Publishing  
 Darden Business Publishing  
 The Case Centre  
 IMD  
 INSEAD Case Publishing  
 CasePlace.org  
 GlobalLens, Michigan  
 Learning Edge, MIT

ICMR, India

Other

Which academic level(s) are you using the case method in, or intending to use in? Please specify

Undergraduate

Postgraduate

What degree program(s) are using the case method in, or intending to use in?

Bachelor of Business

Bachelor of Commerce

Other

What degree program(s) are using the case method in, or intending to use in?

MBA

Executive MBA

Specialist Masters

Executive Education

Other

What is the average class size that you would teach, using the case method?

<30

30-50

51-75

75-<

Online

How do you wish to be involved in the new Australian Business Case network? Select all choices that are relevant

Writing cases for publication

Writing cases for personal use or to share with network colleagues

Visiting a case class at my Institution as a peer observer to provide feedback

Visiting a case class at another Institution as a peer observer to provide feedback

Being a champion for case teaching at my Institution

Being a champion for case writing at my Institution

Being a champion for industry engagement to source case companies for the ABCN

Peer mentoring in case teaching

Peer mentoring in case writing

Attending round-table discussions of the case network

- Promoting the ABCN internally within my institution
- Promoting the ABCN externally
- Collaborating with (a) research focused academic/s to write cases
- Collaborating with (a) teaching focused academic/s to write cases
- Collaborating with (a) teaching focused academic/s to teach cases
- Collaborating with (a) research focused academic/s to teach cases
- Participating in a working group of the ABCN (please list type of working groups that you are interested in participating in)

Which sector are you **MOST** interested in writing (a) case/s on in the coming 12 months?

- Private
- Public
- Not-for-profit
- Hybrid

What industries are you experienced or familiar with, that may be useful for case teaching or writing?

- Agriculture, Forestry and Fishing
- Advertising, Marketing and Public Relations
- Aerospace and Defence
- Administrative and Support Services
- Arts and Culture
- Education and Training
- Energy and Natural Resources
- Engineering, Construction and Infrastructure
- Financial Services
- Food and Beverage
- Government
- Healthcare
- Hospitality
- Manufacturing
- Media
- Pharmaceuticals
- Professional Services
- Retail and Consumer Goods
- Sports
- Technology
- Telecommunications
- Real Estate
- Transportation
-

Travel

Please specify which management/business education disciplinary areas you would like to write cases on

- Accounting
- Data Analysis / Quantitative Modelling / Management Science / Statistics
- Economics and Society
- Entrepreneurship
- Finance
- General Management / Strategy
- Information Systems
- Internationalisation
- Introductory Business
- Marketing
- Operations Management
- Organisational Behaviour / HRM / Leadership / People Management
- Innovation
- Sustainability / Corporate Social Responsibility / Ethics
- Other

What situational context(s) do you most prefer to write a case(s) on in the immediate future? List all that apply (eg. Starting a business, growing a business, product safety).

How long do you expect that producing a single case will take?

- 1-3 months
- 4-6 months
- 6-12 months
- > 12 months

How many cases do you anticipate writing in the next 12 months

- 1-3
- 4-6
- 6-10
- > 10

How many cases do you anticipate writing in the next 3-5 years?

- 1-5
- 6-10

11-15  
 > 15

---

What ideas do you have for building an institutional culture for case teaching and writing at your institution?

---

Do you currently use live cases in the classroom?

(A live case is one where the core decision challenge is yet to unfold or still unfolding, as the case is being written and taught)

Yes  
 No

---

Do you have plans to use live cases in the classroom?

Yes  
 No

---

At what academic level do you use or plan to use live cases? In what degree programs?

Undergraduate  
 Postgraduate

---

Have you had any success in translating the case pedagogy into research? If Yes, please explain

Yes  
 No



## Appendix G

### Pre-workshop survey summary

#### 1 Age

	Number	%
1	1	1%
2	8	10%
3	17	21%
4	29	36%
5	21	26%
6	2	2%
-99	3	4%
	81	100%

#### 2 Professional Experience

	Number	%
Less than 2 years	5	6%
2 to 5 years	6	7%
5 to 10 years	12	15%
10 to 20 years	21	26%
More than 20 years	37	46%
	81	100%

#### 3 Gender

	Number	%
Male	36	44%
Female	45	56%
	81	100%

#### 4 Occupation

	Number	%
1	74	93%
2	4	5%
4	2	3%
	80	100%

#### 5 Academic Profile

	Number	%
Teaching only	5	7%
Research + Teaching (Education-focused)	28	38%
Research + Teaching (Research-focused)	41	55%
	74	100%

6 Full time Academic

	Number	%
Yes, full-time	61	0.824324324
No, part-time	11	0.148648649
Did not respond	2	0.027027027
	74	1

7 I have good skills in case teaching

	Number	%
Strongly Disagree	5	0.064935065
Somewhat Disagree	17	0.220779221
Neutral	15	0.194805195
Somewhat Agree	32	0.415584416
Strongly Agree	7	0.090909091
Did not respond	1	0.012987013
	77	1

8 I am experienced in case teaching

	Number	%
Strongly Disagree	7	9%
Somewhat Disagree	16	21%
Neutral	14	18%
Somewhat Agree	30	39%
Strongly Agree	8	10%
Did not respond	2	3%
	77	100%

9 I have good skills in case writing

	Number	%
Strongly Disagree	17	22%
Somewhat Disagree	28	36%
Neutral	17	22%
Somewhat Agree	12	16%
Strongly Agree	2	3%
Did not respond	1	1%
	77	100%

10 I am experienced in case writing

	Number	%
Strongly Disagree	31	40%
Somewhat Disagree	20	26%
Neutral	10	13%
Somewhat Agree	11	14%
Strongly Agree	3	4%
Did not respond	2	3%
	77	100%

11 I expect that this workshop will enable me to start writing cases

	Number	%
1 Not an expectation at all	5	6%
	2	7
	3	12
	4	27
5 Strong expectation	21	27%
Did not respond	5	6%
	77	100%

12 Enable me to write more cases than I do currently

	Number	%
1 Not an expectation at all	6	0.077922078
	2	4
	3	16
	4	21
5 Strong expectation	15	0.194805195
Did not respond	15	0.194805195
	77	1

13 Write cases that are of a high quality that can be shared among Australian business schools

	Number	%
1 Not an expectation at all	4	5%
	2	11
	3	13
	4	25
5 Strong expectation	20	26%
Did not respond	4	5%
	77	100%

14 Write cases that can be published in premier case collections

	Number	%
1 Not an expectation at all	13	17%
	2	10
	3	19
	4	13
5 Strong expectation	16	21%
Did not respond	6	8%
	77	100%

15 Expose me to a bigger pool of Australian cases

Number %

1 Not an expectation at all	2	3%
	2	1%
	3	17%
	4	36%
5 Strong expectation	30	39%
Did not respond	3	4%
	77	100%

16 Generate ideas toward regional sharing of resources

	Number	%
1 Not an expectation at all	4	5%
	2	13%
	3	25%
	4	26%
5 Strong expectation	20	26%
Did not respond	4	5%
	77	100%

17 Expose me to best practices in academic-industry interactions for the purpose of generating Australian cases

	Number	%
1 Not an expectation at all	1	1%
	2	6%
	3	16%
	4	38%
5 Strong expectation	27	35%
Did not respond	3	4%
	77	100%

18 Start teaching using the case method

	Number	%
1 Not an expectation at all	4	5%
	2	10%
	3	40%
	4	30%
5 Strong expectation	11	14%
Did not respond	77	100%

19 Enable me to use a greater proportion of cases in my teaching

	Number	%
1 Not an expectation at all	1	1%
	2	3%
	3	17%

	4	25	32%
5 Strong expectation		31	40%
Did not respond		5	6%
		77	100%

20 Enable me to design case-based program curriculums

		Number	%
1 Not an expectation at all		3	4%
	2	6	8%
	3	12	16%
	4	28	36%
5 Strong expectation		23	30%
Did not respond		5	6%
		77	100%

21 Generate ideas toward institutional capacity building for case teaching in Australia

		Number	%
1 Not an expectation at all		6	8%
	2	11	14%
	3	17	22%
	4	23	30%
5 Strong expectation		16	21%
Did not respond		4	5%
		77	100%

22 Expose me to ideas toward using teaching cases as a source of data for research

		Number	%
1 Not an expectation at all		4	5%
	2	11	14%
	3	10	13%
	4	22	29%
5 Strong expectation		25	32%
Did not respond		5	6%
		77	100%

23 Under Graduate / Post Graduate

		Number	%
Under Graduate		41	53%
Post Graduate		35	45%
Did not respond		1	1%
		77	100%

24 Are you subscribed to any business school case publishing house

		Number	%
Yes		48	63%

No	28	37%
	76	100%

25 Do you feel there should be a dedicated case teaching resource / centre for business schools

	Number	%
Yes	25	52%
Maybe	21	44%
No	1	2%
Did not respond	1	2%
	48	100%

26 The extent to which you would see yourself becoming involved if such a dedicated case teaching resource centre were to be formed

	Number	%
Mildly Involved	20	42%
Highly Involved	11	23%
Can't tell at this stage	17	35%
	48	100%

27 Describe nature of your most likely involvement

	Number	%
I would be willing to write cases on behalf of the case network	15	48%
I would be willing to mentor peer case teachers of the case network	1	3%
I would be willing to attend future roundtable discussions of the case network	5	16%
I would be willing to promote the case network internally within my institution	9	29%
I would be willing to encourage my institutional colleagues to write cases on behalf of the case network	1	3%
	31	100%

## Appendix H

### Post-workshop shop survey summary

1.

I have read, understood, and printed a copy of, the above consent form and desire of my own free will to participate in this study.

#	Answer	Response	%
1	Yes	39	100%
2	No	0	0%
	Total	39	100%

2. Did you attend the case workshop conducted by Professor Paul Beamish in January?

#	Answer	Response	%
1	Yes	40	98%
2	No	1	2%
	Total	41	100%

3. Please indicate the extent to which the case teaching and writing workshop has helped in meeting your expectations in the past semester

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses	Mean
1	Inspired me to write more cases	11	14	13	1	0	39	2.1
2	Inspired me to write cases with the goal of publishing in case repositories	11	12	12	3	0	38	2.18

4. Have you started to write any cases since returning from the workshop?

#	Answer	Response	%
1	Yes	19	50%
2	No	19	50%
	Total	38	100%

5. Did the workshop inspire you to use a greater proportion of cases in your teaching?

#	Answer	Response	%
1	Yes	31	82%
2	No	7	18%
	Total	38	100%

6. Please provide the name of the case(s) that you used in your teaching and the relevant subject

Text Response

"Austin, R.D., Nolan, R.L., and O'Donnell, S., The Adventures of an IT Leader, Harvard Business Publishing, 2009 - Business Inform Systems

First-Year Undergraduate Management - variety of cases, mainly derived from OB texts

Inspired me, but have been "off-line" on leave since the workshop and have not taught since then.

SHRM cases

I did not use a prepared one from the database, I wrote my own based on what I had learned for my own teaching purposes too numerous to name

These are text-based cases, rather than Ivey cases (or similar)

plenty of mini cases that are one page long or half a page

A7D, ENRON, WALMART

Use a range of cases across mutiple units at undergraduate and postgraduate level

Dick Smith - Entrepreneurship

Phosphagenics and corporate fraud

Social Marketing Road Crew case



Lego strategy case

I am using the QUT Business hall of fame as a first step to identify "local" businesses with a track record of longevity.

3-4 hbr cases on Shrm and ob topics

I was inspired and looked for suitable cases but couldn't find any.

Thai Food in Europe, Toyota recall, Ikea

Statistic	Value
Total Responses	24

#	Answer	Response	%
1	Yes	27	71%
2	No	11	29%
	Total	38	100%

8. Please provide details of the case-based program curriculum you have in mind or have already designed

Text Response

it is for an IT strategy & governance class for post-graduate students.

I am thinking about using cases to support the use of an online business simulation I use in my aviation management unit.

Again... inspired me, but no opportunity due to no teaching

Marketing  
Management for MBA  
students

MBA

Intro to Finance  
Corporate Finance

I'd like to move to more case-based work in my postgraduate classes, perhaps for assessment too.

Still prefer mini cases. If students come unprepared, they can still have few minutes to do it in class.

TUTORIAL CLASSES

BASED ON CASE  
DISCUSSIONS

I would like to write a case based curriculum for a subject entitled "Corporate Responsibility and Governance"

Talent management (hr planning, selection, performance management, and workforce metrics and analytics)

International Retailing  
and Branding

#	Answer	Response	%
1	Yes	23	61%
2	No	15	39%
	Total	38	100%

10. Please provide details of your ideas toward institutional capacity building of case teaching and writing in Australia

Text Response

Have started enquiring about the process of purchasing cases as a faculty.

We are currently running projects around flipped classrooms and capstone units that intersect with case writing capability building.

Commencing initially  
with the MBA cohort

I've spoken to my Head of Department regarding purchasing an institutional license for a case repository such as Ivey or Harvard.

I checked and we do have institutional access to cases

Shared the insights  
with my colleagues

I have reached out to  
our adjunct profs

Institutional licence from hbr – informal network within school on case and problem based learning

Worked with admin to arrange procedures for purchase of cases in other  
classes.

11. Did the workshop inspire you to think about using teaching cases as a source of data for scholarly research?

#	Answer	Response	%
1	Yes	20	53%
2	No	18	47%
	Total	38	100%

12. Please provide details of how you intend to use or have already used cases as a source of data for scholarly research

Text Response

Cases provide an alternative to journals for publishing research and consultancy work.

considering  
practitioner piece

Positioning cases as a scholarly work during planning and performance  
reviews

To update the cases with the current literature and use them identify entrepreneurship  
concepts

I would like to write a case based on previous research, however I do not have the time

Cases are used to provide examples of issues that would otherwise be confidential.

NA

13. Do you have a subscription with any case publisher to browse and download cases and teaching notes?  
Please select all that apply.

#	Answer	Response	%
1	Harvard Business School Publishing	25	76%
2	Ivey Publishing	23	70%
3	Darden Business Publishing	1	3%
4	The Case Centre	2	6%
5	IMD	0	0%
6	INSEAD Case Publishing	1	3%
7	CasePlace.org	0	0%

8	GlobaLens, Michigan	2	6%
9	Learning Edge, MIT	0	0%
10	ICMR, India	0	0%
11	Other	3	9%

Other

Not at this stage as  
funds are not available

ANZSOG

Textbook

14. Which academic level(s) are you using the case method in, or intending to use in? Please specify

#	Answer	Response	%
1	Undergraduate	25	69%
2	Postgraduate	24	67%

15. What degree program(s) are using the case method in, or intending to use in?

#	Answer	Response	%
1	Bachelor of Business	17	71%
2	Bachelor of Commerce	8	33%
7	Other	4	17%

Other

Bachelor of Hospitality  
and Tourism  
Management

Master of  
Management/Business

Master of Business

Master of Business

16. What is the average class size that you would teach, using the case

method?

#	Answer	Response	%	
1		19	51%	
2	30-50	11	30%	
3	51-75	1	3%	
4		75	5	14%
5	Online	1	3%	
	Total	37	100%	

17. How do you wish to be involved in the new Australian Business Case network? Select all choices that are relevant

#	Answer	Response	%
1	Writing cases for publication	23	66%
2	Writing cases for personal use or to share with network colleagues	15	43%
3	Visiting a case class at my institution as a peer observer to provide feedback	11	31%
4	Visiting a case class at another institution as a peer observer to provide feedback	10	29%
5	Being a champion for case teaching at my institution	6	17%
6	Being a champion for case writing at my institution	3	9%
7	Being a champion for industry engagement to source case companies for the ABCN	3	9%
8	Peer mentoring in case teaching	8	23%
9	Peer mentoring in case writing	6	17%
10	Attending round-table discussions of the case network	14	40%
11	Promoting the ABCN internally within my institution	9	26%

12	Promoting the ABCN externally	4	11%
13	Collaborating with (a) research focused academic/s to write cases	14	40%
14	Collaborating with (a) teaching focused academic/s to write cases	15	43%
15	Collaborating with (a) teaching focused academic/s to teach cases	8	23%
16	Collaborating with (a) research focused academic/s to teach cases	4	11%
17	Participating in a working group of the ABCN (please list type of working groups that you are interested in participating in)	3	9%

Participating in a working group of the ABCN (please list type of working groups that you are interested in participating in)

Collaborating with (a) teaching focused academic/s to write cases

18. Which sector are you MOST interested in writing (a) case/s on in the coming 12 months?

#	Answer	Response	%
1	Private	11	37%
2	Public	8	27%
3	Not-for-profit	6	20%
4	Hybrid	5	17%
	Total	30	100%

19. What industries are you experienced or familiar with, that may be useful for case teaching or writing?

#	Answer	Response	%
1	Agriculture, Forestry and Fishing	5	16%
2	Advertising, Marketing and Public Relations	5	16%
3	Aerospace and Defence	2	6%
4	Administrative and Support Services	1	3%

5	Arts and Culture	3	10%
6	Education and Training	9	29%
7	Energy and Natural Resources	4	13%
8	Engineering, Construction and Infrastructure	3	10%
9	Financial Services	8	26%
10	Food and Beverage	2	6%
11	Government	10	32%
12	Healthcare	6	19%
13	Hospitality	4	13%
14	Manufacturing	3	10%
15	Media	1	3%
16	Pharmaceuticals	2	6%
17	Professional Services	6	19%
18	Retail and Consumer Goods	5	16%
19	Sports	3	10%
20	Technology	4	13%
21	Telecommunications	0	0%
22	Real Estate	2	6%
23	Transportation	1	3%
24	Travel	1	3%

20. Please specify which management/business education disciplinary areas you would like to write cases on

#	Answer	Response	%
1	Accounting	5	18%
2	Data Analysis / Quantitative Modelling / Management Science / Statistics	1	4%
3	Economics and Society	1	4%
4	Entrepreneurship	5	18%
5	Finance	3	11%

6	General Management / Strategy	8	29%
7	Information Systems	2	7%
8	Internationalisation	4	14%
9	Introductory Business	5	18%
10	Marketing	5	18%
11	Operations Management	1	4%
12	Organisational Behaviour / HRM / Leadership / People Management	8	29%
13	Innovation	3	11%
14	Sustainability / Corporate Social Responsibility / Ethics	8	29%
15	Other	4	14%

Other

Tourism and  
Hospitality

Employment relations

Complex project management, systems thinking applications,

Text Response

risk management  
Planning/decision-  
making

starting and growing a  
business  
harvesting a business

Use of data in making  
public policy decisions

Responding to change

Starting an SME, growing an SME, Management and work-life challenges associated with starting and running an SME

dealing with the  
people in your  
business



product marketing  
green marketing

Dealing with policy change  
Responding to community pressures  
Use of social media by organisations

Aspects of fundraising and philanthropy, including corporate community partnerships

Development of strategies.  
Business development.  
Marketing strategy development.

Using social marketing  
to address wicked  
problems

Takeovers and  
Mergers

22. How long do you expect that producing a single case will take?

#	Answer	Response	%
1	1-3 months	6	21%
2	4-6 months	11	38%
3	6-12 months	7	24%
4	> 12 months	5	17%
	Total	29	100%

23. How many cases do you anticipate writing in the next 12 months

#	Answer	Response	%
1	1-Mar	25	96%
2	4-Jun	1	4%
3	6-Oct	0	0%
4	> 10	0	0%
	Total	26	100%

24. How many cases do you anticipate writing in the next 3-5 years?

#	Answer	Response	%
---	--------	----------	---

1	1-May	20	71%
2	6-Oct	7	25%
3	Nov-15	1	4%
4	> 15	0	0%
Total		28	100%

25. What ideas do you have for building an institutional culture for case teaching and writing at your institution?

Text Response

Reviewing all syllabi to ensure that each degree/diploma program has at least one case-based course.

Workshops on sharing  
good practice

We are following up with our own internal workshop later in the year

Difficult one to answer, as we are both time and financially constrained where I work at present

internal case class  
demo

Workshops

We are running a workshop for all our lecturers based on attending the Bond workshop, which we felt was excellent.

I will support the  
initiatives of others.

Writing cases: small groups of colleagues with similar interest in case-writing  
Teaching: word-of-mouth about positive benefits; training, mentoring

could run information sessions at Learning and Teaching events across the  
Faculty/University

Statistic	Value
Total Responses	12

#	Answer	Response	%
1	Yes	9	24%
2	No	28	76%
Total		37	100%

27. Do you have plans to use live cases in the classroom?

#	Answer	Response	%
1	Yes	6	21%
2	No	22	79%
	Total	28	100%

28. At what academic level do you use or plan to use live cases? In what degree programs?

#	Answer	Response	%
1	Undergraduate	8	53%
2	Postgraduate	9	60%

29. Have you had any success in translating the case pedagogy into research? If Yes, please explain

#	Answer	Response	%
1	Yes	2	6%
2	No	34	94%
	Total	36	100%

31. Please select your workshop venue

#	Answer	Response	%
1	Gold Coast	24	63%
2	Melbourne	14	37%
	Total	38	100%

32. How many cases have you started to write?

#	Answer	Response	%
1	1 Case	13	62%

2	2 Cases	3	14%
3	3 Cases	5	24%
4	4 Cases	0	0%
5	5 Cases	0	0%
6	6 Cases	0	0%
7	7 Cases	0	0%
	Total	21	100%

### 33. Stage

#	Question	Scoping	Interviews	Drafting	Editing	Total Responses	Mean
1	Case 1	7	2	2	1	12	1.75

### 34. Stage

#	Question	Scoping	Interviews	Drafting	Editing	Total Responses	Mean
1	Case 1	1	0	1	1	3	2.67
2	Case 2	1	1	0	1	3	2.33

### 35. Stage

#	Question	Scoping	Interviews	Drafting	Editing	Total Responses	Mean
1	Case 1	2	1	1	1	5	2.2
2	Case 2	2	1	0	1	4	2
3	Case 3	3	0	1	0	4	1.5

### 36. Stage

#	Question	Scoping	Interviews	Drafting	Editing	Total Responses	Mean
1	Case 1	0	0	0	0	0	0

2	Case 2	0	0	0	0	0	0
3	Case 3	0	0	0	0	0	0
4	Case 4	0	0	0	0	0	0

### 37. Stage

#	Question	Scoping	Interviews	Drafting	Editing	Total Responses	Mean
1	Case 1	0	0	0	0	0	0
2	Case 2	0	0	0	0	0	0
3	Case 3	0	0	0	0	0	0
4	Case 4	0	0	0	0	0	0
5	Case 5	0	0	0	0	0	0

### 38. Stage

#	Question	Scoping	Interviews	Drafting	Editing	Total Responses	Mean
1	Case 1	0	0	0	0	0	0
2	Case 2	0	0	0	0	0	0
3	Case 3	0	0	0	0	0	0
4	Case 4	0	0	0	0	0	0
5	Case 5	0	0	0	0	0	0
6	Case 6	0	0	0	0	0	0

### 39. Stage

#	Question	Scoping	Interviews	Drafting	Editing	Total Responses	Mean
1	Case 1	0	0	0	0	0	0
2	Case 2	0	0	0	0	0	0
3	Case 3	0	0	0	0	0	0
4	Case 4	0	0	0	0	0	0
5	Case 5	0	0	0	0	0	0

6	Case 6	0	0	0	0	0	0
7	Case 7	0	0	0	0	0	0

40. Do you use case studies in your teaching?

#	Answer	Response	%
9	Yes	32	84%
10	No	6	16%
	Total	38	100%

41. Do you intend to use cases in future as part of your teaching?

#	Answer	Response	%
16	Yes	5	83%
17	Maybe; Not sure right now	1	17%
18	No	0	0%
	Total	6	100%

42. Have you newly subscribed to any case publisher, following your participation in the workshop? Please select all that apply.

#	Answer	Bar	Response	%
1	Harvard Business School Publishing	0.25	4	25%
2	Ivey Publishing	0.625	10	63%
3	Darden Business Publishing	0.0625	1	6%
4	The Case Centre	0.0625	1	6%
5	IMD	0	0	0%

6	INSEAD Case Publishing	0	0	0%
7	CasePlace.org	0	0	0%
8	GlobaLens, Michigan	0	0	0%
9	Learning Edge, MIT	0	0	0%
10	ICMR, India	0	0	0%
11	Other	0.0625	1	6%

Other

Not at this stage as funding is not available

43. What degree program(s) are using the case method in, or intending to use in?

#	Answer	Response	%
3	MBA	8	42%
4	Executive MBA	4	21%
5	Specialist Masters	11	58%
6	Executive Education	1	5%
7	Other	3	16%

Other

Master of Tourism, Hospitality and Event Management

corporate education