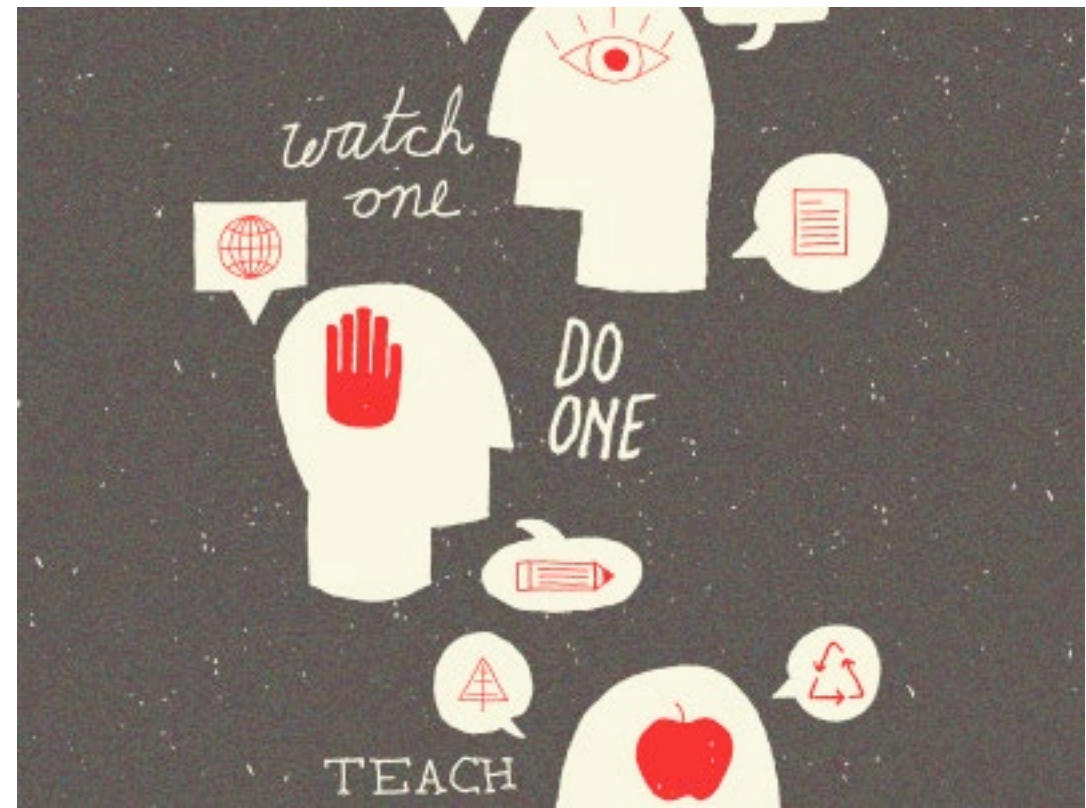
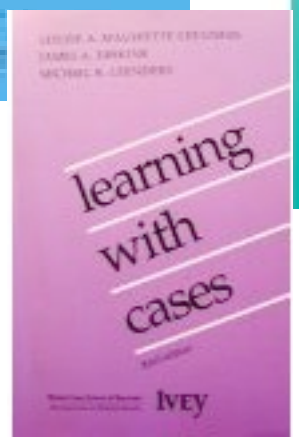
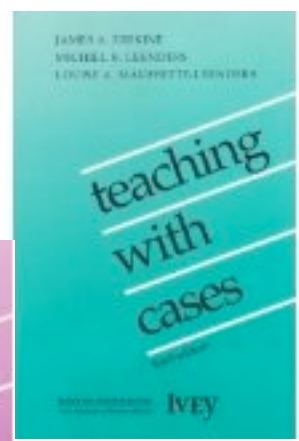




# See One, Do One, Teach One

Using Student-Produced Cases to Learn About Decision-Making



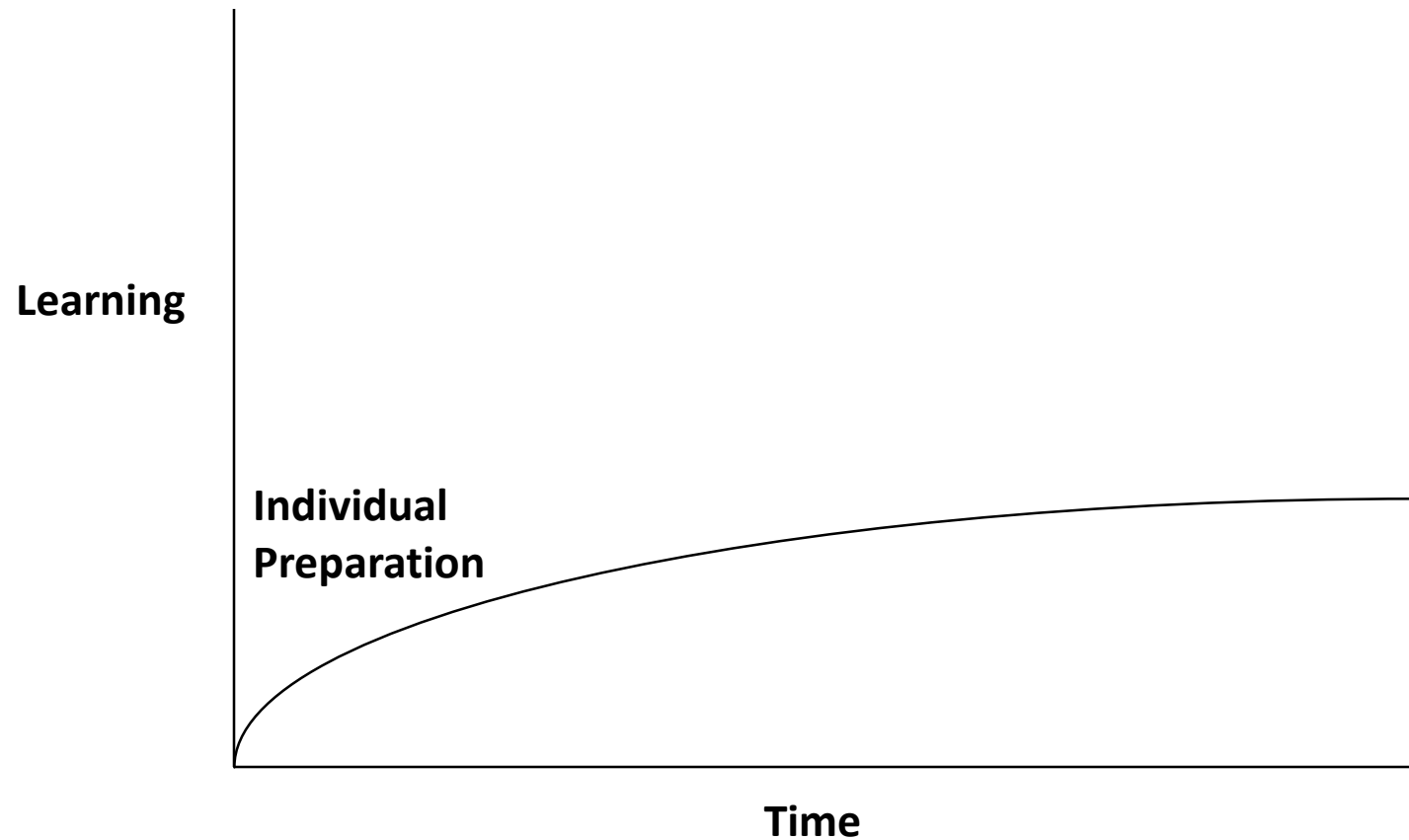
# What is a Case?

- A description of an actual situation involving a challenge, opportunity, decision or problem faced by a decision maker
- Meant to achieve educational objectives
- Field based
- Normally written
- Comprised of information and data available to the decision maker at the time the case was written
- Released to:
  - assure academic honesty
  - validate company information
  - grant permission to use
  - maintain practitioner/academic relationship

# Why Use Cases?

- Utilize theory, concepts, tools and techniques
- Develop data interpretation and analysis skills
- Apply decision making skills
- Practice interpersonal and communication skills
- Create a positive learning environment
- Simulate reality
- Learn by doing and by teaching others

# The Three Stage Learning Process



# See One: Harrison-Lockington

- Individual Preparation
  - Short Cycle Process & Long Cycle Process

# Case Preparation Chart

## Case Title:

### I. Short Cycle Process

Name

Position

Who:

Issue(s)

What:

Why:

When:

Case Difficulty Cube

How: (\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)  
Analytical, Conceptual, Presentation

### II. Long Cycle Process

#### A. Issue(s)

Immediate

Basic

1.

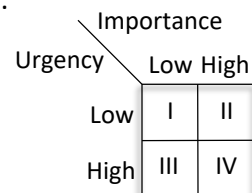
1.

2.

2.

3.

3.



#### B. Case Data Analysis

(Apply course framework(s) and analytical tool(s))

## Case Assignment:

### II. Long Cycle Process (continued)

#### C. Alternative Generation

1.

2.

3.

#### D. Decision Criteria

1.

2.

3.

#### E. Alternative Assessment

|              |    |    |   |   |    |    |   |    |    |
|--------------|----|----|---|---|----|----|---|----|----|
| Quantitative | +  |    |   | N |    |    | - |    |    |
| Qualitative  | +  | N  | - | + | N  | -  | + | N  | -  |
| Decision     | go | go | ? | ? | no | no | ? | no | no |

#### F. Preferred Alternative

Predicted Outcome

#### G. Action & Implementation Plan

Timing (Milestones)

Who?

What?

When?

Where?

How?

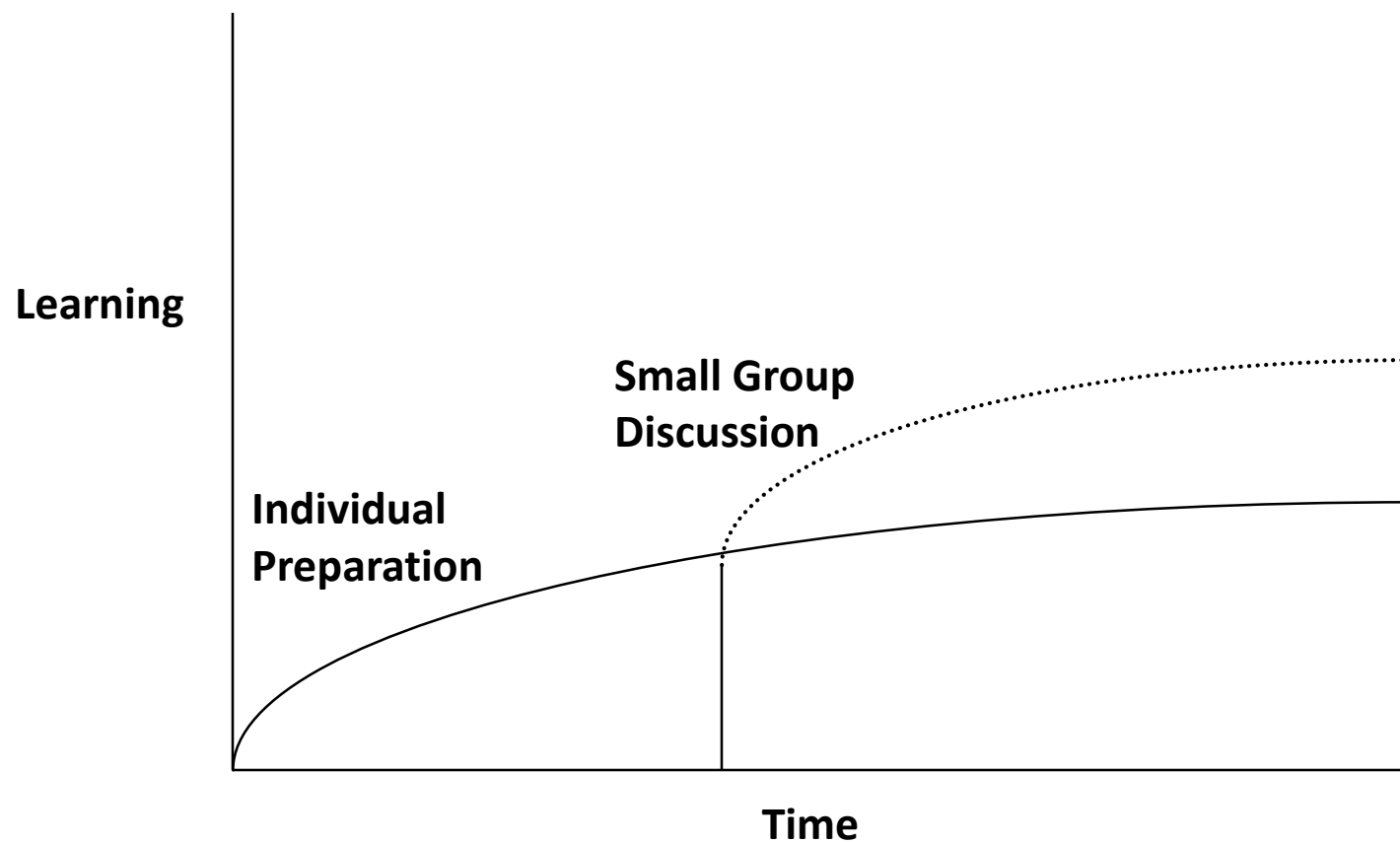
#### Missing Information

#### Assumptions

# See One: Harrison-Lockington

- Individual Preparation
  - Short Cycle Process & Long Cycle Process
- Small Group Preparation

# The Three Stage Learning Process

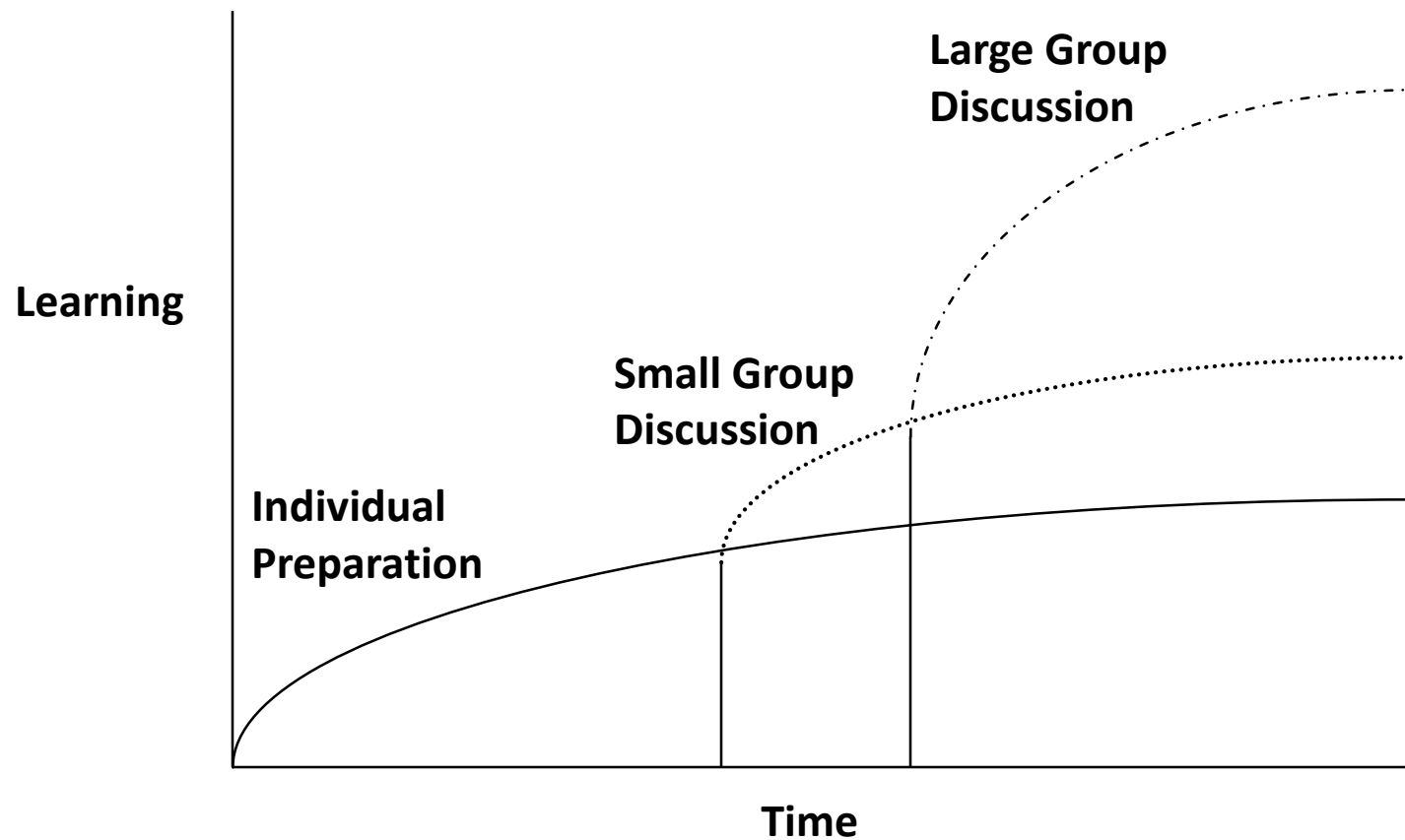




# See One: Harrison-Lockington

- Individual Preparation
  - Short Cycle Process & Long Cycle Process
- Small Group Preparation
- Large Class Discussion

# The Three Stage Learning Process



# Do One ... Actually, Do Several

- Six additional cases throughout the semester
  - Each requires individual preparation (case reactions due through ReggieNet by noon the day of class)
  - Group preparation is suggested but not required
  - Large group discussion
  - Close the loop with individual feedback on case reactions



# Write One

- Groups are assigned to one local non-profit organization
- Groups interview an organizational contact to explore current and recent decisions and write their own case and teaching note
- Over a 4-6 week period, student groups provide a variety of deliverables and receive formative assessment



# Teach One

- During the final weeks of classes, each group facilitates a 30-minute discussion of their case
- Groups receive additional formative feedback and then submit the final versions of their cases and teaching notes
- Each student also writes a reflection paper