Case Studies: Bridging Learning with Real World Challenges

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STUDENTS AS CASE WRITERS & PROBLEM SOLVERS/CONSULTANTS

Julia Ivy
How it started: 2013

- Case Writing Workshop – no credit attached
- 18 applications → 6 projects submitted
- Five master degree programs
- Five countries
Faces of 2014
Northeastern University
College of Professional Studies

2014

- MS in Leadership
- MS in Project Management
- MS in Digital Media
- MS in Nonprofit Management
- Master of Education
- MS in Organizational and Corporate Communications
- MS in Global Studies
- MS in Regulatory Affairs
- MS in Global Leadership/ Swinburne University of Technology, Australia.
WHAT STUDENTS DO
Four steps in becoming problem solvers/consultants

1. Identifying a real-life problem and converting it to a dilemma/puzzle to solve
   ✓ Students are proactive leaders in the field

2. Investigating the situation in depth
   ✓ Students are investigators/field researchers

3. Analyzing it through the rigor frameworks
   ✓ Students are educated analysts

4. Solving it!
   ✓ Students are problem solvers/consultants!
WHAT students submitted:

• **THE CASE** is a real-life and research-based story of a challenge that a person or organization is facing within an organization, institution, or a society. Case is **framed around the decision** that should be made.

• The Case Analysis/CONSULTING REPORT is the intellectual contribution, which provides conceptually justified analysis and solutions.
WHAT FACULTY & PRACTITIONERS DO
Roles for faculty involvement (any combination of these roles)

• 1. Case writing & consulting coach/instructor
• 2. Mentor
• 3. Judge
• 4. Co-author
OUTCOMES
STUDENT TESTIMONIALS:
WHAT WAS THE BIGGEST CHALLENGE
My biggest challenge was the analysis: choosing the best framework and being objective in data analysis.

The biggest challenge: I wanted to include the most recent data to keep my case current and relevant, which proved to be difficult.
The most challenging aspect of this experience was stepping into my colleagues’ shoes in order to produce a solid piece.

• The biggest challenge was to get requested data & face-to-face interviews from the organization, because the President was really busy.

The most challenging part was actually putting pen to paper and taking the time to sit and write the case.
STUDENT TESTIMONIALS:

WHAT WAS THE MOST REWARDING
This case writing experience offered me a chance to **consolidate what I learned from class**, and know more deeply about how to practice it in real life.

I really enjoyed working on this case with my team... Also, I **personally identified with our case study**.

I realized the importance of defining a **framework to analyze every program or project** in order to periodically improve its impact and **alignment with the organizational strategy**.
The biggest takeaway was getting close to the oil services industry and human resource function.

My biggest takeaway was a new found passion for research.

The most rewarding aspect of this experience was proving to myself that I am actually capable of going into an organization, analyzing the current situation, identifying issues and providing sound recommendations.

Especially when I can see some of these suggestions actually being implemented.
Your involvement:

• Please ADVERTISE THE WORKSHOP
  – Winter B “Case Writing & Consulting Methods”

• Please INCLUDE CASE WRITING TO YOUR CLASS
  • Dilemma → Case → Analysis & Solution

• Please BECOME MENTORS/COAUTHORS!!
  – To the students with relevant/interesting cases

• Please become JUDGES
  – Two cases in your area. Easy form, clear rubrics

• Please submit your case to conferences/publications
Understanding Organizations and Organizational Change through a Field Study

Chris Unger
The Transforming Human Systems course in our EdD program is offered in tandem with our Intro to Doctoral Studies course.

The focus is on the nature of organizations and organizational change given that the focus of our EdD program is supporting our students to become “change agents.”
Understanding Organizations and Organizational Change through a Field Study

• The Field Study in this class pushes students to identify and discern an organizational issue or problem in their own organization through their own observations, the perspectives of others, and the literature (theory and research) on organizational change.
Understanding Organizations and Organizational Change through a Field Study

- The Field Study is comprised of 4 sections, completed throughout the course

1. The students Organizational Context Analysis
2. An interview analysis
3. A research review
4. And finally … a section of “Warranted Actions”
Understanding Organizations and Organizational Change through a Field Study

Outcomes

• Students begin to see more clearly the dynamics of organizational health and challenges
• Students are asked to discern the health, issues, and challenges of THEIR organization
• They begin to see that THEIR perception is merely that … their perception! (And based on what?)
• They begin to appreciate the advantage of interviewing and gaining others’ perspectives to shed light on a problem of practice
Outcomes

• From the vantage point of their perspective, others’ perspective, and then their INVESTIGATION of the literature (theory and research) they are to develop a set of WARRANTED ACTIONS

• In a nutshell, the begin to see the value of doctoral level inquiry, the value of research, and the value of theory and research to inform possible actions in a community
Using Global Tourism as a Case Study

Mary Thompson-Jones
The World’s “Stealth” Industry

1 billion people traveled in 2012
Tourism contributes $7 trillion to the world’s economy
Tourism creates $3 billion in business every day
Tourism employs 1 out of every 10 people
Teaching Global Tourism as a Case Study

- Students approached tourism topics as a cohort;
- Course was available on-ground or online;
- Students initially worked collaboratively off same documents.
Students Learned Why People Travel

- Religious Tourism
- Heritage Seekers
- Medical Tourism
- Eco-Tourism
- Cultural Tourism
- Extreme Tourism
- Sex Tourism
- Food Tourism
- Service Tourism
Students choose the following countries/themes:

- Thailand – Sex Tourism
- Brazil: Mega-Events
- Egypt: Cultural Tourism
- Morocco: Security for Tourists
- Cuba: Embracing Tourism as Revenue
- Dominican Republic: Medical Tourism
- Ghana: African-American Heritage Seekers
- France: Cultural Conflicts with Chinese Tourists
- Colombia: Rebuilding Tourism After Narco-Terrorism
- Cruise Ships and the Threat to Global Ecology
Students Worked w/ Tourism Data Sources

- U.N. World Travel Organization
- World Travel and Tourism Council
- Tourism Satellite Account System
- Ministries of Tourism
- Environmental, Religious, Cultural, and Service Group NGOs
Scaffolding Over 12 Weeks:

- Weeks 1 & 2: Intro/General Readings on Global Tourism
- Week 3: Kinds of Tourism; High Level Careers in Tourism
- Week 4: Research Question due
- Week 5: Anecdotal opening due
- Week 6: Part 1 of background section due
- Week 7: Compiling econ. data, graphs, charts, visuals
- Week 8: Analysis/Conclusion sections due
- Week 9: Rough drafts out for critique @ Writing Center
- Week 10: Edited drafts due; rewrite process underway
- Weeks 11 & 12: Class presentations and final versions
Student Learning Outcomes

- Students linked a key global industry to their previous work in Global Studies.
- They enhanced research, writing, and oral communication skills.
- They deepened their regional knowledge.
- They applied the global tourism industry to abstract political, economic, and security issues.
- They learned to work within a Case Study format.
FINAL THOUGHTS

- Topic resonated especially well with international students
- Data was relatively easy to work with
- Students appreciated the scaffolding
- Everyone finished on time!
Crisis Leadership training

Abdulrahman Alqahtani
What is the opportunity?

- The disaster medicine fellowship programs don’t include Crisis Leadership training in their curriculum
- We needed to develop one for our program (opportunity)
Tabletop exercise

- Activity in which key personnel assigned emergency management are gathered to discuss, in a non-threatening environment, various simulated emergency situations.
- ICS, Events, pandemics (Ebola)
Crisis Leadership Training

- Annual workshop
- 45 min lecture
- 90 minutes tabletop exercise that includes 2 cases on crisis leadership. (real time)
Meta-leadership

• New approach or framework to crisis leadership
• Developed by scholars from Harvard and others.
• Five interdependent dimensions

Diagram showing the five interdependent dimensions of Meta-leadership:
1. The Person of the Meta-Leader
2. The Situation
3. Lead the Silo
4. Lead Up
5. Lead Connectivity

- The Event
- The Context
- The Problem
- The Culture