



IVEY

Case Teaching (especially for new teachers)

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Overview

Three Tips

Four Disasters Waiting to Happen

Five Things I've Learned

Top Three Tips for NEW(ER) Case Teachers

- Don't over-prepare – sounds crazy, I know
- Don't under-prepare – okay, what is this wing-nut trying to say?
- Show no fear – good advice for any teaching gig, but becomes crucial in a case classroom

Top Four Disasters Waiting to Happen... to you?

The Confused Listener: head cocked up, eyes to the sky, finger on chin.

“He has no idea what I am talking about,” or “She doesn’t understand the material.”

The Meaner: says things like “That’s the stupidest thing I have ever heard!” or “Wow, am I ever glad I don’t work for you!” (OK, that last one was me).


“She’s a bitch!” or “What an ass!”

The Speaker of the House of Commons: students not allowed to debate each other – all comments go to front of room, then redirected.

“She thinks she knows everything” or “He doesn’t think we can argue this point.”

The Overtalking Paraphraser: student not allowed to finish points, prof rewords to make her point, regardless of student’s point.

“She doesn’t care what I have to say.”



In the end, this may be the worst possible indictment for you



Five Things I've Learned: Then and Now

1) EVALUATIONS ARE HELPFUL, IF YOU LISTEN*

THEN:

“She is the worst prof I’ve had at Ivey – I encourage administrators to remove her from the MBA and the school at the earliest opportunity. Discussion are seemingly random.”

“Can’t control the discussion, seems to go nowhere and everywhere – I don’t think I learned a thing.”

NOW:

“I truly looked forward to her classes each and every time. I feel very fortunate to have had the opportunity to learn from her.”

“I think she's one of the best instructors I have had...the joy that she brings to the class encourages a high level of active participation. I cannot imagine how she could improve the delivery of this course...from my perspective this is one of my favorite classes...both from personal learning and active interaction in class.”

* This portion of the presentation shamefully stolen from Americus Reed

Five Things I've Learned: Then and Now

2) TEACHING UNDERGRADS WITH CASES IS TRICKY

THEN:

- Assumed far too much in terms of what they had experienced
- Ended up penalizing natural naiveté

NOW:

- Recognize their book smarts, focus on their goals
- Play to their strengths – choose cases they can relate to when possible (beer is good)

Five Things I've Learned: Then and Now

3) BEING GOOD SOMEWHERE ELSE DOESN'T COUNT

THEN:

- Came to Ivey with several previous teaching awards
- Came to Ivey with 7 years teaching experience (lecture-based)
- That will help, right? NO!

NOW:

- When I hire someone, I judge their potential by how they “work the room” when they give a job talk

Five Things I've Learned: Then and Now

4) BEING FRIENDLY DOESN'T MATTER

THEN:

- Assumed I would need to be warm, encouraging, open (not my nature in the classroom)

NOW:

- I realize there are many, many teaching styles – case-based classes are particularly amenable to challenging, “mean” faculty who press and press and press for clarity and insight, but politely

Five Things I've Learned: Then and Now

5) CASES ARE THE BEST WAY TO TEACH LEADERS

THEN:

- Assumed that cases were a different way (and they are), but simply one of many possible ways to teach and learn – didn't really have a sense of what ways were best for what goals.

NOW:

- Leaders of real organizations need to be able to juggle multiple perspectives (disciplinary and otherwise), and make good informed decisions under situations of less than ideal information. Case-based learning makes students do that again, and again, and again.