**Emerging Markets Case Studies (ISSN: 2045-0621)**

**Guide to writing a Teaching Note**

**Purpose of a teaching note**

A teaching note acts as a guide to both instructors who are deciding whether to teach your case and to those who have decided to teach your case. It shows the teaching objectives of the case as well as the academic value an instructor adds to the information in the case through the teaching process. It gives the instructors resources they could use to deepen their knowledge of the topic being taught. It also demonstrates your depth of knowledge of the chosen field of academia. Many of the emerging market cases will be taught by instructors who have never lived, worked or taught in the specific emerging market setting of your case study, and so your teaching note should enable the instructors to gain insights into the complexities and challenges of these unique operating environments.

A teaching note also gives suggestions as to how the case could be taught; from the questions the students should prepare before the class based on their reading of the case, to an example of a plan for the case teaching session. It includes possible answers to the assignment questions and may include a range of additional materials that could be used by the lecturers. It does not prescribe how a case should be taught, it merely offers suggestions. A teaching note can be of great assistance to instructors who are new to teaching cases, so it should reflect knowledge of case teaching methodology. The teaching note is not shown to the organization or person about whom you wrote the case or to the students.

**Method of writing a teaching note**

A teaching note should be begun at the same time as the outset of writing the case and should evolve over a period of time. The teaching objectives and major theoretical aspects should be decided on before the case is written as discussed in the guidelines for writing a case. The analysis of the assignment questions could be written before you teach the case for the first time. The teaching plan section may only be written after you have taught the case for the first time and you discovered what worked and didn’t work in the teaching process. You would also then be aware of what issues the students raised that you may want to discuss in the teaching note. Teaching notes require a great detail of preparation as they become part of the intellectual capital of the teaching fraternity and become part of your academic brand.

**Format of a teaching note**

It is strongly suggested that submitted teaching notes follow the format and all the headings given in the template example below. It is expected that a teaching note would be a minimum of 4000 words but may go up to 10,000 words.

**Teaching Note**

THE NAME OF THE CASE STUDY IS PLACED HERE

SYNOPSIS

This should be a 150-200 words synopsis of the case study. In it you should give a few details of the name of the organisation, the industry, the country, the time span of the case study, the protagonist and what the challenge facing the protagonist is. You should give a sense of what sub-field of academia the case is designed to teach e.g. market segmentation in the telecommunications sector, or performance management in the NGO sector.

TEACHING OBJECTIVES

This section should be between 150 and 250 words long. It should state the level of student the case is aimed at e.g. undergraduate, Masters students in a particular field, MBA students or short course executives. It should name the field of study that the case study could be taught in e.g. innovation, social entrepreneurship, corporate finance, product development in emerging markets. It could be suited for a number of types of students or courses.

The teaching objectives for the case must be given. These clarify what you expect students to learn from the reading of the case, preparing for the lecture and during the process of teaching the case. There are typically between three and five objectives. They should be presented in numbered format. These should be very similar to the expected learning outcomes on the title page of the case study. You should consider whether the objectives are around content (i.e. you want to teach an academic principle or model) or whether you want to teach a process (e.g. how students come to better decisions once a variety of options have been presented and defended). These teaching objectives would need to be closely aligned to whatever courses you are suggesting the case be taught in.

An example of a teaching objective could be

Teaching Objective 1: Students need to know the importance of doing market research and some methods for doing it before launching a new product or service.

**RESEARCH METHODS**

This section (typically between 30 and 100 words) needs to detail the types of data, and data collection methods, that were used to research the case study. These can primary and/or secondary data, including among others field interviews within the case organization, organizational documents, industry reports, and news articles.

**KEY WORDS AND SUBJECT CODE**

The subject code should be the same as the one on the case study title page. There should be about six key words which will help instructors decide if this case study will fit into their course design e.g. Social entrepreneurship, performance management, strategy.

ASSIGNMENT QUESTIONS

This section should be about 150 words long.

You should give between 3 to 5 numbered questions that the students should prepare answers to before they come to class. They should be told they will be expected to both answer the question and be able to defend their reasoning for their answer. An example of a question is:

Question 1: Do you think the company should focus on selling their products into other countries or should they focus on expanding their product range in the domestic market?

The questions should be closely aligned to the teaching objectives in the previous section and cover the expected content learning outcomes of the case. The expected answers to the questions should not be simplistic but should require the students to think about a complex issue that could have a variety of feasible answers. These questions are typically used by instructors in their course outlines for individual or group pre-class preparation.

ADDITIONAL MATERIALS

These could take two forms. You may suggest the students access some of the named materials in additional preparation before the lecture e.g. to look at a YouTube clip online or to refer to a model in the textbook. Or you may provide photographs, short videos of the protagonist, typical customers, links to websites (e.g. Gapminder), or YouTube clips – or upload another form of video that the instructor could use during the class session to increase the students’ engagement with the case during the class.

Suggested core readings

Here you should give approximately 5 recent references the instructor could read to deepen their knowledge on the particular academic topic the case is focused on. This list should include both journal articles and textbooks. These references should be given in alphabetical order in APA format e.g.

Bartscht, J. (2015). Why systems must explore the unknown to survive VUCA environments. *Kybernetes*. *44*, 253-270.

Bloom, P. N., & Chatterj, A. K. C. (2009). Scaling social entrepreneurial impact*. California Management Review*, *51*, 114-133.

tEACHING PLAN AND TIMING

The purpose of this section is to give the instructors an idea of how you would teach the case in 90 minutes. This is just a suggested method and is not prescriptive for other instructors to use. It could include some creative methods but should show knowledge of case teaching methodology. You should give an approximate timing for each section. This section should be about 500 words long, and refer where relevant to the suggested board plan that is included as a TN Exhibit.

It could look like this:

* *15 minutes:* Introduction - get the class to vote on a key question e.g. Is this company financially stable? Then elicit from the class the reasons given by those who voted yes and those who voted no.
* *5 minutes:* The instructor could show a YouTube clip referenced under additional materials illustrating the context of the study.

* *25 minutes:* Assignment question 1 – the instructor shows the relevant academic model from the teaching note exhibit and gets the class to discuss how the details of the case correspond to the model.

* *35 minutes:* Assignment question 2 – the instructor gets the class to work in pairs to come up with a suggested action plan for the protagonist/company – the instructor randomly selects two pairs of students to present their plans – and then presents a framework given in the teaching note exhibit to assist the students in making decisions in the future.

* *5 minutes:* Conclusion restating the key learning points or reading the postscript.

ANALYSIS OF ASSIGNMENT QUESTIONS

A model answer of about 700 words should be given to each assignment question. The answer should include the application of models / frameworks / concepts from textbooks & journal articles to deepen the analysis and show knowledge of current academic thinking in the field of study. Use should be made of the suggested core readings given above and other sources. It is strongly suggested that the writer provides some diagrams/ figures /models which should be placed in exhibits at the end of the teaching note, and reference must be made to the source of each exhibit. If it is the case writer’s own model it should be referenced as “authors own”. All sources must be referenced in footnotes. This section should be written as a template answer. If possible this section could also include possible student responses to the question and how these should be responded to.

KEY LEARNINGS

The instructor can conclude the case discussion with a summary of how the case demonstrates 2 to 3 key learnings from the case, e.g. the centrality of cash flow management in organisational sustainability, or the importance of responding to a wide range of stakeholders in different ways, as well as providing the students with a model or framework given as an Exhibit, which the students could apply in the future to solve other problems they may face in their careers. These must be stated clearly here in about 150 words.

**POSTSCRIPT**

If the case writer knows what happened in the organisation after the time period in which the case is set, how the organisation or protagonist responded to the dilemma in the case and what the outcome was, a postscript could be placed here. The instructor could then read this at the end of the lecture.

**EXHIBITS**

All figures, tables, models and diagrams referred to in the analysis section, or other supporting material (e.g. set of company accounts, photographs) should be placed here in the following format.

Exhibit TN-1: [first exhibit title]

Place the figure here

Source: Case author’s own

Exhibit TN-2: [second exhibit title]

Place the model here

Source: Soda, G., & Zaheer, A. (2012). A network perspective on organizational architecture: performance effects of the interplay of formal and informal organization. Strategic Management Journal, 33, 751-771.

**EXHIBIT TN-3: SUGGESTED BOARD PLAN**

A board plan should visually outline the structure, sections and content of the classroom discussion, as captured by the instructor on a board in the room.