

Author Guidelines

ICMC & SAJBMC

**Center for Management Case Development
Birla Institute of Management Technology**

The purpose of management education lies in creating responsible and value-conscious managers and executives who can display ethical conduct when faced with a complex dilemma in life. It is a process of sharpening their skills to handle situations and resolve issues where conflicts and differences of opinions arise. The best of management education lies in exposing the learners to real situations. As it happens, in family-owned businesses the patriarch leads his next-generation expecting the younger flock to sit alongside and participate in the decision making. The B-School, in the absence of live situations, attempts to do so by simulations created through well-crafted case studies. The studies having origins in the culture, ecological and economic environment where the young scholar is expected to perform later are found to create lasting learning impressions.

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This author guidelines precisely mapped to the scope and expectation of the conference and the journal. Hence it is expected that the author thoroughly goes through the guidelines to avoid desk rejection.

Why use Case Method?

The case method promotes the development of skills including communication, active listening, critical thinking, decision-making, and metacognitive skills, as students apply course content knowledge, reflect on what they know and their approach to analyzing, and make sense of a case. Discussing cases dealing with complex, ambiguous, real-world problems engages students in the class, inspiring them to “see it from an action perspective, rather than analyse it from a distance”. Multidisciplinary case studies, by their nature “allow the application of theoretical concepts...bridging the gap between theory and practice”. The case method is recommended as one way to link theory to practice whereby students can apply and integrate knowledge, skills, theories, and experience.

BIMTECH and Case Method

Back in 2010, BIMTECH realized these imperatives and decided to create a Centre for Management Case Development (CMCD) at the institute which could take several initiatives to promote case writing among faculty and scholars, besides building a community of case authors at large.

CMCD offers two platforms for the faculty and scholars to interact and collaborate to create and learn how to write and teach with business cases. The International Conference on Management Cases (ICMC) is a unique case conference which admits research and teaching cases for presentation only if they clear two-stage double-blind peer review. Moreover, on the first day of the conference, two volumes of books with ISBNs carrying full-text cases are distributed that delivers immense value to the participants, especially for early-career researchers.

The case focused research journal titled South Asian Journal of Business and Management Cases (SAJBMC) published by SAGE Publications is SCOPUS and UGC Care listed that accepts theory linked management cases. Of late it is moving away from the event-based case studies mainly used for teaching, to phenomenon-based case study research. As measured by the total yearly downloads of cases, SAJBMC is at the top among all case journals in the portfolio of SAGE.

Both ICMC and SAJBMC have established themselves as world-class services in their respective categories.

Which kind of cases get accepted?

The reviewers of ICMC and SAJBMC like research or teaching cases that demonstrate strong linkage with theory; relevant and appealing to the international audience; set in the context of a real firm or person; probed a recent (within past three years) event or phenomenon, and presented with the rigour of research.

Cases that are triggered by an event are better suited as teaching cases while those which study a phenomenon within a context produce research cases. ICMC and SAJBMC prefer to get research cases. For a teaching case to get accepted, the issue selected for discussion should have depth and appeal for an international audience of accomplished management scholars and professors and should be presented in a dilemmatic manner. If there is no dilemma or research question, there is no case. *The basic difference between a teaching case and a research case that a teaching case helps in explaining a theory while a research case helps in expanding a theory.*

Do not submit a teaching note

There are two distinct parts of a teaching note: Content and Process. The content consists of the summary of the case, link to the theory, options or alternatives to resolve the dilemma, and case questions with suggested answers. The process details the teaching plan, the time required, class management and student engagement plans.

Both ICMC and SAJBMC do not accept separate teaching notes. Our reviewers rather like to see a comprehensive standalone case in which the link to theory and all alternatives are embedded and the case ends by raising some dilemmatic questions (actually these are case questions) so that discussions in the class can start.

The teaching plan, class management, and student engagement tactics are left to the choice of the faculty teaching the case. Hence the author is not required to include the process in the case.

Submit extended abstract

Each case must be submitted with extended abstract sections:

- Abstract
- Dilemma or research questions
- Theory

- Type of the case (Study of a phenomenon, Applied Decisional or Applied Problem Solving)
- Basis of the Case (Phenomenon or Event)
- Protagonist (Present or Absent). A protagonist may not be needed in a phenomenon-based case or a case written with secondary sources of data.
- Findings for phenomenon-based research case or for teaching case options to resolve the dilemma
- Discussions for phenomenon-based research case & Case questions for teaching case

This should be followed by keywords and introduction section.

What is a good teaching case?

GOOD TEACHING CASES either applied problem-solving or applied decision type should demonstrate LINKAGE with theory, must have a PROTAGONIST, who is facing a DILEMMA, that UNFOLDS before the reader within the first two paragraphs; the case must have DRAMATIZATION, must suggest different ALTERNATIVES to solve the dilemma and is told as a STORY in a fashion that ENGAGES readers.

If the dilemma (also known as case issue) in a case is detected and options/alternatives to solve have been identified, the scope of literature review in a case is limited. Even for detecting alternatives the author should take a deep dive into data collected for the case and need not look outside.

Except in the case of financial dilemma, a well-written teaching case should not be data-heavy and, hence, should not require elaborate analysis tools.

A DILEMMA is the heart of the teaching case. Without a DILEMMA no teaching case can be written. The DILEMMA should be placed before the reader within the first two paragraphs of the case. The author should then suggest all the alternatives that the protagonist can select?

The discussion of a case tries to bring out ‘WHICH’ of the alternatives will work better and why? A case does not seek to answer as to ‘WHAT’ or ‘HOW’ the protagonist should proceed.

For finding answers to ‘WHICH of the alternatives?’ a literature review is NOT NEEDED

because all the options have been either identified or can be identified by delving deep into the case data. Generally, a literature review is required to find answers to questions like ‘What can be done?’ or ‘How to proceed?’.

Other types of teaching cases such as critical incidents, descriptive or illustrative, contextual are not preferred by a management faculty. Live cases or multimedia cases are avoided for operational issues.

What is Phenomenon based case study research?

A case study research paper examines a person, place, event, phenomenon, or other types of the subject of analysis to extrapolate key themes and results that help predict future trends, illuminate previously hidden issues that can be applied to practice, and/or provide a means for understanding an important research problem with greater clarity. A case study research paper usually examines a single subject of analysis, but case study papers can also be designed as a comparative investigation that shows relationships between two or more subjects. The methods used to study a case can rest within a quantitative, qualitative, or mixed-method investigative paradigm.

A case study encompasses

- A problem contextualized around the application
- Of in-depth analysis, interpretation, and discussion,
- Often resulting in specific recommendations for action
- Or for improving existing conditions

Link to theory

To establish links to theory and understanding association of constructs and measurement variables following websites may be consulted:

Website 1: https://is.theorizeit.org/wiki/Main_Page

Website 2: <https://inn.theorizeit.org/>

Authors may get some ideas but these websites cannot be cited in a research case as references.

The approaches to link theory differ for the teaching and research cases.

Theory Linkage for Teaching Case

ICMC and SAJBMC authors are expected to write teaching cases that show theoretical foundations (link to theory) in the body of the case itself. Somehow the authors should describe the concept or framework or model that can be taught by using the case, to achieve the desired learning outcomes. In a teaching case the focus is to decide ‘which’ of the alternatives best suit the situation and ‘why’, a detailed literature review should be avoided. Brief references of the seminal type of literature should be cited without indulging in a detailed literature review.

There could be three variations of incorporating theoretical linkage. One, the case can be written in a manner to reflect the purpose. A case on repositioning, new product launch, 4Ps of marketing can be written in this manner. Two, a case was written to cover a framework or a model may need an introduction and explanation of the framework/model within the case itself. At the end of the case, a section explaining the connection of the framework with the selected variables or aspects in the case may be useful to highlight the application. If the author has written a case on creating a service mindset, the section heading will be ‘Service Mindset’ and references to main theories should be given here. Similarly, if a case describes how a service failure incident was recovered, the framework for service recovery should be included with few references. Three, in yet another case the author may be interested in placing a dilemma before the reader such as if the firm had adopted ambidexterity, it could have faced the turbulent times with agile strategies and may have come out winning. In such a case it is advised that the theory of ambidexterity be added at the end of the case with citation of a few seminal works.

Since the teaching note is not published, every case must end by raising a few questions (which normally form a part of the teaching note) to involve the reader and help him in reflecting on the case issues. Such questions also help in triggering discussions in a class.

Theory Linkage for Phenomenon Based Research Cases

For a phenomenon-based case study research, the link to theory will be evident. Such a case will need an extensive review of literature not to establish a knowledge gap but to help understand the phenomenon in depth. Cases that study phenomena such as leadership, team building, communication, engagement, user experiences of any kind particularly of coworking spaces, micro-stay hotels are of special interest for ICMC and SAJBMC.

Research Cases on topics such as the impact of artificial intelligence (AI) on the future of work and organizations; the role and function of business in society; the phenomenon of start-ups; Do

we need a manager in a digital workplace; Business of saving the planet and AI-driven leadership in boardroom, may set out several theoretical approaches and attract citations of other authors. Such topics may generate discussions and reviews on the subject. Such titles are welcome. In other words our reviewers like cases that better our understanding of phenomena that are relevant to today's business world and may help shape its future.

Case study research methods are commonly used in social sciences, and increasingly in information systems research. It is found to be useful to produce meaningful inferences from a holistic investigation into the complex and ubiquitous interactions among organizations, technologies, and people. The key decisions in designing a case study involve: (a) how to define the case being studied; (b) how to determine the relevant data to be collected; and (c) what should be done with the data once collected. These decisions remain crucial questions to ask when designing a case study research.

Case study research design is versatile and flexible; it can be used with any philosophical perspective (e.g., positivist, interpretivist, or critical); it can also combine qualitative and quantitative data collection methods. Case study research can involve a single case study or multiple case studies; and can take the strategy of an explanatory, exploratory or descriptive approach. The quality of case studies relies on choosing appropriate study modes according to the purpose and context of the phenomenon. This context should also be described in detail in the study reporting; this will assist with demonstrating the credibility and generalizability of the research results.

One of the strengths of case study research is that the study findings are contextualized within the system implementation environment. Hence, it is a good practice to explain in the methodology what system(s) is evaluated, including the technologies introduced, years and geography of implementation. Contextual variables also include those detailing the research study period and those contextual conditions that are relevant to the system implementation success or failure, for example, organizational structure. But describing the context only is not a case.

Establishing and writing about validity in case study research can be a challenging task as there are numerous viewpoints on what constitutes valid and varied nomenclatures, such as trustworthiness, credibility, dependability, confirmability, authenticity, rigor, plausibility,

goodness, soundness, transferability, and quality assessment. However, there is general agreement that establishing trust in the inferences that are made is necessary. Validity is dependent on the purpose and context of the research and refers to conclusions that are based on particular methods used to address validity threats that are pertinent to the particular research.

Write cases with focused purpose

Every case should be written with a clear purpose. The purpose of a teaching case is to provide students a situation to which the theory learned in the class can be applied to improve the problem solving or decisional skills. The case must have a linkage with either some theoretical concepts or a framework or a model. Further, it should satisfy some of the intended learning outcomes of a management course.

A research case, on the other hand, studies a single phenomenon, or other types of the subject of analysis to extrapolate key themes and results that help predict future trends, illuminate previously hidden issues that can be applied to practice, and/or provide a means for understanding an important research problem with greater clarity. Case studies are widely recognised in many social science studies especially when in-depth explanations of social behaviour are sought after.

Yin defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used.”

A description of the context without any theory linkage; narratives without any dilemma or research question; simply describing the context without any issue to probe; an autobiography without any learning; a problem solving or a decision focused applied scene without any protagonist; teaching Cases in which the identity of the firm is disguised; teaching cases in which the alternatives (options) to solve the dilemma is not given; teaching cases with extensive literature review; a single phenomenon based case study research in which literature review is done to establish the knowledge gap instead of understanding the phenomenon itself; a prescriptive list of recommendations without the support of theory; a case written with secondary sources of data but with insufficient citations; hypotheses based empirical studies; collections

and presentations of news items without probing a phenomenon DO NOT qualify as cases. ICMC and SAJBMC do not accept such cases.

Cases with wider appeal are published

Authors must understand that clientele of a research journal are matured and more informed readers spread across diverse continents. Seldom are students of postgraduate management class. So, a case on capital budgeting or financial ratios may be used very effectively in a class but will not be accepted for publication in a journal because the readers are more knowledgeable than students. For any research to get published has to pass through the triple sieves of relevancy, rigour and wider appeal.

How to Approach Writing a Case Study Research Paper

(Following section is inspired by this shared open access resource: <https://libguides.usc.edu/writingguide/casestudy>)

Identifying a case to investigate involves more than choosing the research problem. A case study encompasses a problem contextualized around the application of in-depth analysis, interpretation, and discussion, often resulting in specific recommendations for action or for improving existing conditions. As Seawright and Gerring note, practical considerations such as time and access to information can influence case selection, but these issues should not be the sole factors used in describing the methodological justification for identifying a particular case to study. Given this, selecting a case includes considering the following:

1. Does the case represent an unusual or atypical example of a research problem that requires more in-depth analysis?
 - Cases often represent a topic that rests on the fringes of prior investigations because the case may provide new ways of understanding the research problem.

- If the research problem is to identify strategies to improve policies that support girl's access to secondary education in India
 - Comparative case studies can be performed in
 - One urban and one rural community
 - In India and the other in a country with better access
 - Doing so may reveal important new insights
 - May recommend how government can formulate policies that support improved access to education for girls
2. Does the case provide important insight or illuminate a previously hidden problem?
- In-depth analysis of a case can be based on the hypothesis that it will reveal
 - trends or issues that have not been exposed in prior research
 - new and important implications for practice
 - Anecdotal evidence may suggest a pattern of
 - Access to education for the children of migrant workers and roles of father/mother
 - Integration of children of acquitted female jail inmates – the influence of father or mother
3. Does the case challenge and offer a counter-point to prevailing assumptions?
- Research on any given topic can fall into a trap of developing assumptions based on outdated studies
 - Davis in 1989 used TAM to explain computer usage behavior
 - At present across all segments of society technology awareness and adoption are at a much higher level
 - If the research problem is to find out why the usage of mobile or Internet banking is very low, TAM may not be the right model
 - Case studies may be designed with diffusion theory, push-pull or migration theories to uncover the reasons for resistance to use
4. Does the case provide an opportunity to pursue action leading to the resolution of a problem?

- Take the case of closing the loop for assessing the Assurance of Learning (AOL)
 - A critical evaluation of the situation may help in developing a better understanding of the hindrances in student learning
 - In the next cycle, the hindrances may be removed or overcome to achieve a higher level of student learning outcome
5. Does the case offer a new direction in future research?
- A case study can be used as a tool for the exploratory investigation that highlights a need for further examination of the research problem
 - To investigate why some farmer producer firms perform better than others case studies can be used to understand why and how cohesive cooperative teams get formed
 - This knowledge can then be applied in other cases

Evaluation of a case

A good case must have the following elements (this section is inspired by the article Guidelines Management Teaching Case, Journal of Case Research and Inquiry, Vol 3, pp 236 – 272, 2017)

1. **Reality:** Authenticity is important for engagement
2. **Significance:** Underlying issues of the case must be important in theoretical or policy or practical terms.
3. **Comprehensiveness:** Should provide a rich description of the context in which the organization is embedded and people act.
4. **Alternative perspective:** Although case issues are often seen through the eyes of an individual decision-maker, they can also be described from other perspectives.
5. **Backed by evidence:** A case is a story backed by evidence. The case writer's biases are kept – to the extent possible – out of the text.
6. **Reasonably complex:** Complexity – along with some ambiguity – may be essential to the process of learning how to make quality decisions.
7. **Emotionally rich:** Some cases can quickly involve the reader emotionally.

8. **Engaging:** Emotionally rich cases are important to get the reader interested but it takes a well-written case to keep the reader engaged from start to finish.

Positioning of SAJBMC

SAJBMC aspires to be known as a case focused research journal which

1. Publishes FRESH cases from South Asia
2. Selects cases with THEORETICAL LINKAGE to concept, framework or model
3. Reviews cases with an approach to IMPROVE rather than to reject
4. Prefers phenomenon-based RESEARCH cases over teaching cases
5. Responds QUICKLY: Revolving Door Desk review within 4-5 weeks and Transparent Peer review within 4-5 months

In short, SAJBMC is a *bouquet of theory linked fresh research cases from South Asia.*

Scope of SAJBMC

It is divided into two parts: Inclusion and Exclusion. If the scope of submissions by authors remain within the realm of inclusion - what the journal wants, the chances of clearing the hurdle of desk review will brighten. At the same time, authors should carefully avoid getting trapped into any of the exclusion criteria.

Inclusions

1. Primarily South Asia focused cases
2. Preferred application domains: Sustainability, Entrepreneurship, Innovation, Creativity, Ethical dilemma, Social inclusion, and knowledge management. However, authors are encouraged to submit their scholarly work in other domains as well.
3. Journal prefers phenomenon based or teaching cases that
4. Deals with recent phenomena in business or people-related issues
5. Having strong linkages with theory
6. Places dilemma before the reader within first two paragraphs

7. Includes controversy, contrasts, conflicts and other dramatic elements
8. Prefers problem identification, decision focused, application-based of containing contextual dilemma (such as ethical issues).
9. Cases that are set with applied problem solving or with applied decisional skill improvement objectives will need the presence of the protagonist
10. Has consent to publish from the target organization
11. Are written using 5000 (preferably 4000) words or less – tables and figures included

Exclusions

As mentioned earlier the journal avoids accepting a case that is

1. Long – more than 8000 words
2. Research article and not case
3. Description of the context without any theory linkage
4. Narrative without any dilemma or research question
5. Simply describing the context without any issue to probe
6. Autobiographical without any learning
7. Problem-solving or a decision focused applied scene without any protagonist
8. Teaching Case in which the identity of the firm is disguised
9. Teaching case in which the alternatives (options) to solve the dilemma is not given
10. Teaching case with extensive literature review
11. A single phenomenon-based case study research in which literature review is done to establish the knowledge gap instead of understanding the phenomenon itself
12. A prescriptive list of recommendations without the support of a theory
13. A case was written with secondary sources of data but with insufficient citations
14. Hypotheses based empirical studies
15. Collections and presentations of news items without probing a phenomenon
16. Deals with pretty old (more than five years) issues
17. Do not have clearly defined learning outcomes
18. Are written with primary data but have too many footnotes or endnotes
19. Contain opinionated inferences without any evidence
20. Are poorly organised

21. Are written with too many language errors
22. Are heavy with data analysis

General issues

Following common errors also need careful attention of the author:

1. All submissions should only be in MS word document.
2. Follow APA style. Take extra care in the reference section. Check if all citations are appearing in the reference section and vice- versa.
3. The full document, including abstract, tables, figures, graphs and references, should not exceed 5000 (preferably 4000) words.
4. Cases written with primary data should not have more than 20 references (because a teaching case answers the question ‘Which of these options are more suitable?’ rather than answering ‘What?’ or ‘How?’ Such cases will require consent to publish from the authorised person of the target firm.
5. Phenomenon based cases may have an in-depth literature review to understand the phenomenon in detail.
6. For case written with information drawn for secondary sources the number of references should be between 40-80. The author must carefully avoid the researcher’s bias (drawing own recommendations and inferences) and truthfully present the facts of the case. Such cases will not require consent from the target firm.
7. Remove all notes. Convert them into citation and referencing. For a case written with the help of secondary data, endnotes may be retained.
8. Ensure the proper style of citation and referencing for materials downloaded from the website. Most of the journals follow ‘Retrieved from...’ and ‘Accessed on...’
9. Use UK English. Write ‘Analyse’ instead of ‘Analyze’. Write ‘Colour’ instead of ‘Color’.
10. All figures and tables should be in black and white. Colour displays are not acceptable.
11. Please remember that in a black and white print, the reproduction of half-tone figures is of poor quality.

12. Do not copy paste tables and graphs. Redraw afresh. Copy pasted figures or tables are not accepted.
13. Each table and each figure should have table and figure numbers and titles. Separate numbering for tables and figures. Each table and figure must have a source.
14. The entire document, including tables, figures, and graphs, must be in Times New Roman 12 point font size with 1.5 line spacing. Follow the latest APA style
15. Exercise the utmost care to avoid spelling and grammatical errors. Proofread the copy carefully. Take help of experts
16. For the benefit of the international audience, all financial figures expressed in any currency should have USD equivalent as well. Units of million and billion should be used.

Meta Data: Information for submission to SAJBMC

To all authors who submitted a case to SAJBMC, this document will be mailed even before the desk review stage. The purpose of this additional step is to help authors to understand the basic expectations of the journal and allow them to recast their submission or decide to withdraw. It is hoped that this process will reduce the chance of desk rejection.

The elements of information that are required by the journal have been listed below:

1. Title of the case
2. Authors' name, designation, organization, full postal address, email, mobile. (For each author separately)
3. Source of data
4. Consent obtained: Yes/No
5. Category of the case: Teaching or Research
6. Type of the case: (out of the above listed eight types; a case may have elements of more than one type):

7. A teaching case mentions the Course/s in MBA/PGDM syllabus in which this case can be used
8. A research case describes theory, while a teaching case describes theory specific to each course – either concept or framework or model can be taught with the help of this case
9. For research case mention implications, these could be research, managerial, practical and societal implications. For teaching case mention minimum three learning outcomes for each course: Good learning outcomes are focused on what the learner will know or be able to do by the end of the course and indicate how that knowledge or skill will be demonstrated.
10. Minimum three names of potential reviewers from the same area as the case is written with name, designation, organization, Full address, e-mail id and areas of expertise.

The above information needs to be submitted as an attachment in MS Word to the main case.

Centre for Management Case Development

Guided by the vision to inspire and enhance the use of the case method in learning, teaching and academic research in management, the Centre for Management Case Development (CMCD) was established in 2010 with

- Vision: We inspire and enhance the use of the case method in learning, teaching and academic research in management
- Mission: To build a vibrant and supportive community of both young and accomplished scholars by expanding opportunities to connect, explore ideas and publish cases

During the initial nine years, the journey was tumultuous and full of surprises. But the centre could establish and consolidate three initiatives for engaging management faculty and students. First, an annual *International Conference on Management Cases (ICMC)*. Second, case research focused journal the *South Asian Journal of Business and Management Cases (SAJBMC)*. Third, a *Case Analysis Competition for students*.

Engagement

The year 2020 will witness the tenth anniversary of ICMC which attracts about 100 delegates from over 12 countries including India. The claim to fame for ICMC is its uniqueness of distributing on the first day all the cases that are presented in the conference. The full-text, double-blind, peer-reviewed cases in two volumes of books carrying ISBN numbers are made available to all delegates. Many cases/papers are taken forward to publication in research journals.

Since its first publication in 2012, SAJBMC has evolved as the best journal in the portfolio of SAGE Publications that is case focused. The SCOPUS and UGC Care listed journal saw 28000 downloads of cases during 2019.

The focused positioning of SAJBMC is achieved by communicating point-of-difference on two counts: prompt response and approach to peer review. The peer review is done with an approach of 'review and improve' rather than 'review and reject'.

The objective of case analysis competition is to engage management students along with their faculty mentors with CMCD, BIMTECH.

Innovations

Both ICMC and SAJBMC require quality management cases in good numbers. Till the year 2016 the flow of cases for ICMC and SAJBMC was erratic and of low quality. The editorial team and reviewers had a tough time balancing the viability of the conference and the journal and their quality. To come out of such a situation, innovative thinking was needed. Four innovative interventions have been introduced. They are - virtual community, quality of cases, case presentation formats, and case workshops.

Virtual Community

From 2016 onwards, using LinkedIn, Facebook, and Twitter account, CMCD started building a community of management professors and scholars of disciplines in which cases are used more. With the engagement 11000 plus members of the virtual community, the flow of cases increased, the footprint of the conference and the journal covered more area, and quality improved because the percentage of rejection increased. BIMTECH could engage the community by sharing the characteristics of good quality cases, tips on writing cases, suggesting current issues as case topics, abstracts of published cases in the journal, and news about case workshops, conferences, and the journal. It produced impacts on ICMC and SAJBMC.

Quality of Cases

Improving the quality of cases was achieved by breaking down into sub-tasks of developing the appreciation of essential components of a good quality case; communicating additional characteristics that help in improving quality; moving from event-based cases to phenomenon-based cases; making teaching note redundant by integrating the theory link and case questions in the body of the case; placing more importance on writing research cases and progressing

from the single case study to writing case study research. The communication also focused on sharing what are not cases.

Case presentation formats

Introduced in 2018, Forum for Collective Wisdom (FCW) provides thematic space for discussing excellent quality cases, with expert help, for further improvement. The format is 'Get into the groups – Discuss - Create'. Members of groups receive cases beforehand, they evaluate, record the evaluations, and share their constructive feedback through a Google sheet. For such cases, PowerPoint presentations were not allowed. In the conference, these cases were discussed in the round table format.

In 'Big Challenge', an innovative format introduced in 2020, a case possessing rich and multidimensional perspectives that can cater to more than one course of management, will be presented with a competitive spirit by two faculty of different areas. Each will highlight why the case fits the learning outcomes of her course and how the course will be delivered in a class. Emphasis will be to display how to teach with a case to bring out the desired learning outcomes, engage students, and manage time. The best two teams will be awarded cash and certificates.

Case Workshops

To engage case authors with different needs two levels of workshops are planned. For accomplished case authors, the Case Master Development Workshop is conducted by the two keynote speakers of ICMC on the next day of ICMC. The workshop discusses advanced methods of case design and analysis.

For other case authors, two workshops are planned: 'Crafting a Theory Linked Case' and 'Formulating a Phenomenon Based Case Study Research'. The first workshop will help in understating how to write a case with a link to theory. The second workshop will deliver an understanding of how to conduct case study research by clarifying how to select a topic.

Case Analysis Competition

Every year CMCD holds case analysis competitions for management students to improve their analytical thinking, decision making, and problem-solving skills.

The dream is to make CMCD, BIMTECH as the ultimate destination for world-class case research.

