

Case-method learning brings numerous benefits to the participants in the case learning session. This style of learning

- ...is focused on *doing* (what the protagonist should *do* in the situation he or she faces), not merely on knowing, though *knowing* something new (a theory, a tool or framework and how to use it) is also a key result.
- ...sharpens analytical and problem-solving skills as evidence provided in the case, typically both qualitative and quantitative evidence, is weighed and evaluated, and the “wheat and chaff” are identified and separated.
- ...develops persuasive and argumentative skills, as theory and evidence are marshalled to support one’s point of view.
- ...allows for valuable insights to come from anyone in the room. The learning isn’t just one-way, from instructor to participant. It is peer-to-peer, or even participant to instructor. Some in the room may have dealt with similar decisions and learned from having done so, and their insights add value for everyone else.
- ...In this way, case-method learning is also confidence-building, as participants learn the value that lies in their own experiences and points of view.
- ...when accumulated across multiple sessions, can provide participants with exposure to a wide variety of businesses, markets, industries, and geographical settings, any of which may prove useful in a particular participant’s business setting.
- ...Case-method learners, collectively, are responsible for their own learning. If they prepare well and are fully engaged, learning will occur.
- ...develops participants’ ability to “think on their feet”.
- ...is often inspiring, once “the rest of the story” is revealed by the instructor following the discussion.
- ...is “sticky.” Colorful characters, dramatic case settings, and tension-filled debates about what the protagonist should do are likely to be memorable, sometimes for decades.
- ...helps participants recognize, grapple with and understand the complexity of the intellectual, political, and social challenges involved in being a business leader. Sometimes identifying the real problem is the most difficult part of a leader’s job in “cracking the case.”

For instructors, there are also benefits, especially when teaching material to an audience that has some experience in or expertise with the subject matter:

- Teaching experienced participants is like doing research – you learn how they do whatever it is that is being discussed.
- Every case session goes differently, even with the best-laid teaching plan. No two sessions are ever alike. This keeps your teaching fresh. The surprises offer learning to the instructor, too.

John Mullins, Associate Professor of Management Practice, London Business School, prepared this note as a guide for case-method learners. It is not intended to illustrate either effective or ineffective handling of classroom teaching and learning.

- Skilled case-method teaching – that is, skilled facilitation combined with the selection of excellent case and other materials – makes for happy participants! Why? Because they become actively engaged in the learning, can relate to what’s being learned, and can see its applicability in their businesses tomorrow.

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