

CASE METHOD INSTRUCTIONS

Future Health Manager in Europe (FHME)

Workshop Barcelona. 14-15th September 17

Introduction

Knowing how to analyze business problems, reconcile different perspectives, decide on a course of action, and persuade others are the key skills to successfully exercising the management profession.

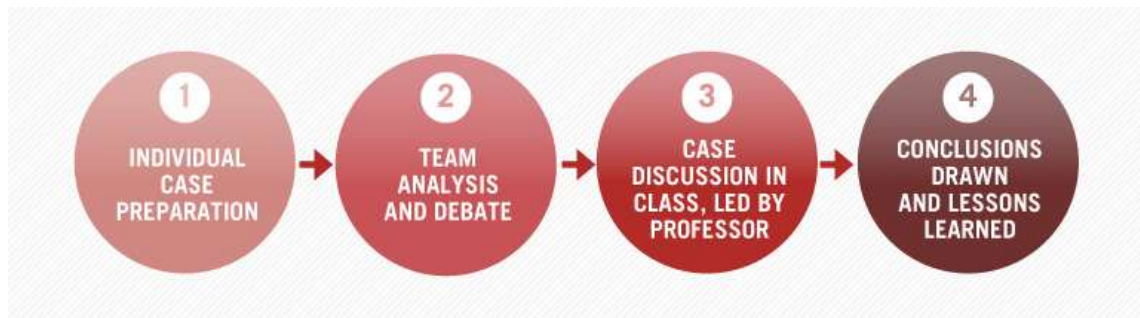
The case method – IESE’s main teaching method – helps students to develop these skills by bringing real-life business problems into the classroom, training them to think and decide like managers.

Whether analyzing challenges faced by a construction company, amusement park, ceramic manufacturer or struggling airline, the case method asks the student to put him or herself in the shoes of the manager: How can I boost flagging sales? How can the company expand its revenue streams given its new competitive environment? What incentive policies might work in an industry with high turn-over?

In contrast to lecture-based teaching methods, here the students do most of the talking. The professor facilitates and guides the discussion, asking questions and eliciting participation from the entire class to enrich the discussion with contrasting viewpoints, different industry experiences, and cultural backgrounds

How case method works

1. Students prepare the case on their own, reflecting on key questions: What is the major problem? What are the alternative courses of action? What would you do if you were the manager in question?
2. Before going to class, students meet with their team to discuss and compare their analysis and contrast viewpoints.
3. The discussion is then taken to the larger classroom context with the professor facilitating a comprehensive discussion of the case.
4. Together the class develops an analysis, evaluates different courses of action with conclusions and key learning points.



The case might be recent or about a dilemma a company faced two decades ago. However the questions highlighted in each case are relevant and universal. After participating in hundreds of case discussions, students leave IESE better prepared to take on the challenges they will face as managers, as decision-makers and as leaders.

Case Bob Knowlton.FHME workshop

Unfortunately, for FHME workshop we will not have time for team discussion and we will go directly to step 3 for discussion in the lecture room.

Please download and read all 3 documents of this case:

- FH-659-E is the main case document, and presents a situation for a person called Bob Knowlton (6 pages).
- FH-660-E describes one alternative decision of Bob Knowlton (1 page)
- FH-661-E describes another alternative decision of Bob Knowlton (1 page)

Case Bob Knowlton: Preparation questions

1. Analyse strengths and weaknesses for Bob, Fester and Jerrold, in terms of leadership capabilities.
2. Will Bob Knowlton accept the offer to become project head in the new laboratory starting up, or will he continue at Simmons Laboratories? Why?
3. If you were an external coach, what would you recommend to Bob: joining the new laboratory or staying at Simmons? Why?
4. What would presumably happen at Simmons Laboratories, if Bob would decide to leave? Which consequences on Fester and Jerrold would Bob's departure have?