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What and Why of Case Studies

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Learning is essentially a continuous process for development of managers throughout their career right from the embryonic stage when they start studying management. Culture of learning is contributing significantly in making organizations progressively knowledge-based enterprises. Developing culture of learning has become a strong pursuit for many progressive organizations and management schools have become more responsive to the dynamics of change.

The process of learning is activated through various methods and case method continues to be one of the most effective methods of learning in various fields of studies including management. Case method has been established as an effective method to consolidate the learning process and to develop knowledge-creating organizations. Case study is increasingly being used because of its growing relevance in management education and training programs. Needs are being felt by students, academicians and practicing managers to develop insight and analytical capability in management through case studies.

Case study presents a sample of business life so that it may be studied in detail. To remain in tune with the changes in business scenario, development and writing of cases is essential for the maximum realization of the benefits of the case method of learning. Such writing shows the constant interaction by management trainers and academicians with practicing managers in real-life situations and application of the skill of writing cases. Cases bring students closer to the real-life situations. Yet they are away from the situation spatially and emotionally so that they can read and analyze the cases independently without any bias and combine theory with practice. It has been found immensely helpful in enabling involvement of students in enriching their experiences, analyzing semblance of real-life situations, sharing learning and sharpening their managerial skills.

Cases can be broadly classified into two parts – cases for research and cases for study. Cases for research involve in-depth descriptions of representative situations in which a researcher is interested. One of the purposes is to generalize a viewpoint or concept from such descriptions. Such cases explain the problems and findings of a researcher in the study of these problems. It also describes how managers tried to cope with the problems and what were the results of their decisions or actions? The cases for study normally revolve around describing the problem or the dilemma which managers in organizations are facing in a situation. What they actually did is immaterial to the student. What is more important is to set a trigger in the mind of the participants to think through the issue and to learn from the discussion of the case. In the process they learn concepts, tools and techniques of management and understand decision-making and problem-solving processes in single function or multiple functions.

Participants in the case study method can best attain managerial understanding and develop competence through the study, contemplation and discussion of actual situations. It helps them to carry out rigorous analysis of the cases and they are enabled to inculcate habits of logical thinking and searching for as complete information as possible before reaching at conclusions. Experience in arguing a viewpoint in class room discussions also develops ability to communicate clearly. Basically use of cases helps students to develop their sill in discovering and defining the vital questions that need to be answered and then learn to find out the best possible answers. Its use in training for business also helps participants in becoming more knowledgeable and acquainted with business practices.In this endeavor research cases have special place and utility. These cases present the decisions and their analysis in a given context.

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A manager's primary job is to collect and analyze relevant information, take appropriate decisions and get them implemented. Mostly decisions are based on analysis of facts and other information as may be available. It is very rare that managers may have limitless time to acquire unlimited information and under conditions of uncertainty. They need to evaluate the options from implementation point of view also. Case method in management education has shown its potentials to improve the decision-making ability and implementation abilities of working managers and embryo managers.

Teaching and learning through a case may be used as a substitute for reality so learners can practice, exercise and develop their skills, especially the skills of diagnosis, prescription, and responsible implementation. It brings the process of learning in class closer to the process of learning in their real world. It emphasizes the live process of knowledge sharing, application of theory and conceptualization through observation, experience and experimentation.

Applying the Case Study

Quite often, participants expect a right answer to the questions asked in the case from trainer or teacher. They become quite frustrated also when they find no "right" answer to the case problem. But, later they appreciate that it develops a broader perspective and pros and cons of different alternatives. There may be degrees or shades of right and wrong, but the problem has to be seen as a whole in its total context. The realization comes that there is no single best solution. They use their own experience in analyzing the cases and derive management principles from the discussion of their analyses.

Case study analysis and discussion, as will as exposure to the experience and opinions of other students and trainee-managers, help participants to realize that there are several ways of looking at, thinking about and acting in a particular business situation. Thus, they are encouraged to develop flexibility in their approaches to organizational problems. It meets the objective of disseminating knowledge and facts, improving participants' skills in problem analysis, communication and decision-making. Advantages of case study may be best drawn by providing learning situation which depends on involvement and participation in group discussion for its success. A very good skill of teachers for discussion-leading techniques helps in achieving the purpose of using case study.

Case Writing

Characteristic of a good case is that it should be well documented and it contains all the information which is available to the case writer. Hence, case writing is the process whereby actual business and administrative situations are made known to readers for them to work with. The case writer needs to take detailed notes and collect statistics, operating statements and other exhibits containing information. The case writer may include some data which, in his opinion, is somewhat not directly relevant. Sometimes participants draw out meaningful inferences also from so-called not-directly-relevant information with their own judgement and analysis.

A successful case writer has to ensure that those who have really worked with the situations must be willing to share their experiences. To be able to accomplish their task, the case writer needs to learn the real facts and at times, therefore, will have to be entrusted with information which is normally available only to those immediately concerned. The whole world is a case and therefore one can get infinite number of cases. Case writer needs to interact with managers 'role set' to understand their situations, people, systems and practices from time to time. A case writer who typically thinks in terms of a curriculum is successful in selecting appropriate case problem, get a proper lead and develop case to help achieve Students Learning Objectives (SLOs). The first step is to find a lead which will act as the trigger for collecting data from an organization and its environment. The following steps are normally involved in the development of a case:

Selection of the Situation and the Enterprise

Selection of a situation is an important part of development of a case. It determines the type of case and the kind of enterprise in which to seek the material. One may come across a variety of situations around with people and/or incidences in an organization. It is preferable to select an organization in which the case writer is already known and accepted, particularly when it may be necessary to go into details of situations and sometimes obtaining vital information. It is believed that students prefer situations which are familiar to them in cases. But there are evidences that mature students in particular learn more from problem situations in unfamiliar industries. While they may be more interested and find it easier to deal with

cases written about a problem in a familiar environment, participants often display prejudice and blind spots and hence real learning does not take place.

Collection of the Data

The case writer needs to devote enough time and effort to collect the data. Objectivity in observation and collection of data is the most fundamental need. Once you get into the collecting process, you will almost certainly find that the facts vary from any preconceived pattern you may have formed. Sometimes we may find that the data will not serve as useful material for the case in a given functional area, but could be valuable in some other area. In spite of this, the facts, situations and every detail must be observed and recorded objectively and as completely as the situation needs to be explained in the case.

It may not be possible to observe and record a total picture even if the case writer is in the midst of events happening. One should try to record as many of the facts as possible immediately afterwards and before the memory starts fading away. One should take notes and collect exhibits of every situation or event bearing on the case and these should be arranged in a logical structure before writing.

Writing the Case

Relevance, practical usefulness and objectivity are the main criteria in selecting what a case writer will use from observations and how to write the case. Other criteria like length, structure, detail, method of presentation, literary standards and style follow subsequently. Sometimes we get material for two or more cases, each having different applications. It is advisable to separate out the material instead of combining them in one case itself. It should be kept in mind in some learning situations a series of cases, all drawn from one enterprise, allow the students or trainees to progress quickly from one aspect to another without wasting time in absorbing new background of each segment.

Since any case in all probability is going to be used over a long period in future, it should be written in past tense unless or otherwise required for some other reason. The first few sentences should be written in such a manner that the reader of the case is able to draw a mental picture of the situation and of the nature of problem with full interest and involvement. This should ensure that reader develops keen interest I reading the case material without any burden or compulsion. Names and character in the case must be disguised; otherwise permission should be obtained to use the real name. Alterations should be made in such a manner that disguise shall not alter the basic facts and relationships. Changes in the type of industry or product should be avoided unless use of the real one would break the disguise. If such changes are made, the replacements must be selected with great care so that essential relationships are not destroyed. If required, name of location, country and characters can be changed to suit the requirements of discussion of the case in international setting.

Validation of the Case

The draft case may be prepared as explained above and draft may be validated by confirming its usefulness as teaching material in a pilot run. The draft case may be discussed with others to ensure clarity. A trail run may also be made in a group of some of actual participants, if possible. It will help in getting correct visualization of the broad picture and understanding of the details by them. Adequacy or inadequacy and redundancy of data may also be assessed. Discussion of subject-matter before and after the case may also be explored and looked into, in the context of the purpose of using the case. Mode of discussion of the case in a group, syndicate or individually may also be evaluated for its effectiveness.

Using the Case in Class

A teaching note should be prepared after discussion on the draft case and its pilot run. It may include learning objectives, positioning of the case in the course and session plan, pedagogy-strategies, time plan, plan for use of teaching aids (viz. black board/flip chart/overhead projection/multimedia etc.), points or issues to be highlighted, etc. Teaching note should be updated from time to time and salient features of discussion of the case used in a session should be appended. While initiating the case discussion, the faculty members should make up their minds whether the discussion should begin with the decision, the problem, the options, or the objectives. They may also decide the order in which issues should be discussed. It is always advisable to use your own written cases in class room. As per need one may use cases written by others. In such situation permission from the case writers/publishers should be obtained and teaching notes should be adapted by the teacher before using the case.

Case writing is a process that begins with the decision to use a case in a class room setting and ends with the use of the case in class. To derive maximum benefits of this methodology of teaching, the teachers themselves must write cases. There is no substitute and shortcut for this. It may be part of research and/or consulting undertaken by the Faculty.The research, consulting and case writing go hand in hand and are complementary to each other.

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Does the Government as an Actor Stimulate Innovation? A Case Study of Indian Pharmaceutical Industry

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Indian pharmaceutical industry is an important innovative industry and is the fastest growing pharmaceutical industry in the world. The pharmaceutical industry is a knowledge intensive industry which plays a vital role in driving the technology, R & D and innovation. Unlikely high tech industry, R & D is very crucial to the pharma industry which can be very costly and risky. The Indian Patent Act 1972 that has significantly changed the pharma industry removing the product patents and shortening the patent statutory term to seven years. Post TRIPs regime, Indian pharma companies have responded to the innovation gap through a variety of tactics, from increasing investment on internal R & D to horizontal industry consolidation and an increased dependence on in-licensing from the biotechnology sector (Hughes et al; 2007). So, the journey of Indian pharmaceutical industry is today termed as "reverse engineering to reverse innovation". This case studies the role of government and how its pro-innovation policies have shaped the India's most innovative sector to a new height. The debate is "has the government policy successful or does the pharma industry still needs government intervention?" The attempt has been made to look at answers to research questions, which is eloquently addressed, based on theoretical review complemented with empirical data analysis.

Keywords: Pharmaceutical, India, Innovation, Policy, R & D, Patent

Introduction

India's pharmaceutical industry is one of the highly innovative and growing industries of India. The Pharmaceutical industry which is fueled by export has grown from mere US$ 0.3 billion turnover in 1980 to about US$ 21.73 billion in 2009-10 (Reddy 2013). Today, the Indian pharmaceutical industry is one of the developing world's largest and most developed, ranking 3rd in the world in terms of production volume and 14th in domestic consumption value (Dept. of Pharmaceuticals 2010) and is mostly dominated by Indian companies with a share of 77.3% (Chaudhry; 2005).

The pharmaceutical industry is a knowledge intensive industry which plays a vital role in driving the technology, R & D and innovation. Unlikely high tech industry, R & D is very crucial to the pharma industry which can be very costly and risky. The Indian Patent Act 1972 that has significantly changed the pharma industry removing the product patents and shortening the patent statutory term to seven years. It started the era of reverse engineering where firms developed new products by changing their production processes. Reverse engineering is broadly defined as the process of extracting know-how or knowledge from a human-made artifact (James ,2012)). During the last three decades the large private Indian pharmaceutical firms focused their efforts on reverse engineering oriented process R&D (Wendt, 2000). Accumulating extensive knowledge in process R & D, Indian pharmaceutical pharma has developed innovative R & D which is a successful case of indigenous self-reliant development.

India accepted the Trade related Intellectual Property Rights (TRIPs) agreement in 1995 and amended its patent law "Indian Patents (Amendments) Act 2005" that re-instituted the product patents and put a stop on 36 years of protection for Indian companies and terminated legal reverse engineering, or copying of patented foreign pharmaceutical drugs (Greene; 2007). When India joined the WTO in 1995, its pharmaceutical exports were valued at less than $600 million. By 2005, its exports had grown to $3.7 billion and accounted for more than 61 percent of industry turnover (Greene; 2007). The TRIPS Agreement has not only increased the R&D expenditure of the Indian pharmaceutical industry but has also changed its R&D structure. (Kamiike & Sato, 2011). Post TRIPs regime, Indian pharma companies have responded to the innovation gap through a variety of tactics, from increasing investment on internal R & D to horizontal industry consolidation and an

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