

V. Case Study

The cases will likely be assigned ahead of time to allow the students a chance to read through the materials and be prepared with their analyses for the class discussion. The professor will then lead the class discussion and encourage debate between the students. This method is heavily emphasized at Harvard Business School and there is a large following of MBA students and graduates who believe this is the best way to learn in business school.

Case is not only the true description of the events, but the unified informational complex which allows to understand the situation. Besides it should include the set of questions, encouraging the decision of the given problem. A good Case should meet the following requirements:

- correspond the objective of its creation;
- have the corresponding level of complexity
- illustrate several aspects of economic life
- not to become outdated too fast
- have national coloration
- be actual
- illustrate typical situation in business
- develop analytical thinking
- provoke discussion
- have several decisions

Forms of Case Presentation

Cases can be presented in various forms – from several sentences to the host of pages. It should be remembered that big cases can evoke some difficulties in comparison with small ones especially when students work for the first time with them. Cases can contain both the description of one event of one enterprise or the history of the development of many enterprises for many years. If the case contains pictures, diagrams, tables they make it more vivid. Recently mixed media presentation has become very popular.

The students' role

To enable optimum contribution, I usually break up a tutorial or seminar group into smaller sub-groups of three or four members each. The role of each small group is to study the facts of a prescribed case; identify the problems; offer solutions; study the decision made by the decision maker (if provided); evaluate the solutions and discuss the likely impact of that case on commercial (or other) conduct. Then each group makes a class presentation or role-plays the case. This provides ample opportunity for audience partici-

pation in the form of comment, critique, queries or challenges.

Sample of the case study.
British study confirms economic risks of GMCs
by Todd Struckman

A British study on the economic impacts of genetically modified (GM) crops confirms what Montana farmer Helen Waller has known for years. And it may strengthen the case for those who would ban GM wheat from the Montana landscape. Last week's report from Britain's Soil Association estimates that the U.S. economy suffered losses of at least \$12 billion since 1999 in part because Japan and the European Union do not want the importation of genetically modified crops. These days it's not low prices for her winter and spring wheat that worry Waller but concerns about closed export markets, since at least 60 percent of Montana's harvest is shipped overseas. "If you don't have a market for [GM wheat], it doesn't reduce the price," Waller said. "It makes it simply non-saleable." Waller has farmed in eastern Montana since she and her husband were married 50 years ago. She joined the Northern Plains Resource Council (NPRC) three decades ago and since then has become a spokeswoman on the issue of GM crops. Last weekend she traveled to Pittsburgh to address crowds at the annual Farm Aid concert which raises money to help America's family farmers. According to NPRC, agricultural business giant Monsanto is looking to introduce GM wheat into Montana as early as 2005. The upside to Monsanto's "Round-Up Ready" wheat is that the entire crop can be sprayed with herbicide, killing all weeds. The downside is that farmers must purchase Monsanto's seeds each spring and use the chemical herbicide Round-Up. Opponents argue that GM wheat can spread from one field to another and in the process ruin the global reputation of Montana's wheat industry. In 2001, Montana lawmakers considered two bills that would have temporarily banned the introduction of certain GM crops, letting other grain-growing regions take the risk first. Butch Waddill (R-Florence) carried a bill in the House and Jon Tester (D-Big Sandy) carried a bill in the Senate. Both measures failed.

Waddill is not running for reelection this fall but Tester says he is prepared to introduce a similar bill next session. "This is about being able to farm the way you want to farm," Tester says. "If I have a neighbor who's growing [GM crops] and I'm growing for a Pacific Rim market that doesn't want [GM products] and I get invaded, what's my recourse?"

To address such concerns, the U.S. Department of Agriculture announced in August that it would consider setting up a voluntary program to certify conventional agriculture as GM-free. However, the program would certify only the meth-

ods of production and distribution, not guarantee the absence of GM crops.

Some farmers sense as much opportunity as danger in the debate over GM agriculture. They argue that if Montana were to ban the introduction of Round-Up Ready wheat, the already sterling reputation of high-protein Montana wheat would be further enhanced.

“If we could keep Montana and this region free of genetically engineered grain, we would certainly have a quality product that would be in high demand,” Waller says.

Possible tasks:

1. Give the definition of GMC.
2. Explain economic issues presented in the case.
3. What is the social side of this problem?
4. What is possible solution of this problem?

Role play:

Split the group and have an open discussion between scientists, Minister of Agriculture, producers, consumers, sellers, representative of Japan, representative of the European Union.