

OVERVIEW

Establish and maintain a constructive learning contract in the classroom with particular emphasis on:

- ▶ Planning, teaching, and evaluating a successful participant-centered class
- ▶ Developing a constructive process of questioning, listening, responding and encouraging independent thinking in students
- ▶ Prepare students for case analysis: offers a comprehensive yet concise introduction to the key concepts and intellectual processes required for the reading, analysis, and interpretation of business case studies
- ▶ Guiding students toward constructive interaction with other students in the class
- ▶ Preparing instructors to train students for the much-needed managerial decision-making experience and judgement



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PEDAGOGY

Our trainings are thorough and rigorous and our commitment to your success goes far beyond the live sessions. On the job training: assist instructors design course curriculum and case discussion in the class room.

Program Details:

The training curriculum is bundled into **five** distinct core areas and focuses on creating a dynamic and collective learning process in the classroom. Participants are pushed to learn at the extreme - challenged to make decisions. Each topic area is designed to build a strong basis for learning the succeeding topic and to build the competency.

Enhance your resume with our certification: Participants who complete our workshop are eligible for certification in case based training.

BUSINESS MISSION STATEMENT:



OUTLINE

1. Case Analysis: This Model presents a comprehensive, concise framework for analyzing, discussing, and writing about case. It was developed to enhance their learning with cases.

Learning through practice: Case analysis serves to instill the habits of thought, certain ways of breaking-down the problem situation, ability to reason analytically about each issue, constructively draw conclusion and develop a plan of action.

2. Exercise (Harvard Business School case): Establish and maintain constructive learning contract between instructor and the students that span over two semesters.

3. Exercise (Harvard Business School case): help participants see how the instructor's question and answer shapes the experience of students in the classroom.

Our mission is to make a difference: We don't teach, we transform our participants— creating a mindset to evolve and equip with the skills to succeed in a dynamic business world



OUTLINE

4. Exercise (Harvard Business School case): Focus on discussion leadership. Part of its appeal stems from the universal importance of a skillful question-and-response style. The case describes a dramatic cross-examination of a student, raises participants' awareness of:

- (1) the power of questions in shaping students' classroom experience,
- (2) the different sorts of questions one can use,
- (3) the likely effects of particular types of questioning on student's self-esteem and willingness to participate in class discussions

5. Case training designed to meet the specialization of participants (Harvard Business School and IIM cases): Directive (walking participants through the request numbers or exhibits) to less directive teaching style as the emphasis of the course material shifts from quantitative analysis to Strategic Planning , HR, and Marketing