A Storytelling of Prewriting, Writing and Post-Writing of a Teaching Case

Um Storytelling da Pré-Escrita, Escrita e pós-Escrita de um Caso para Ensino

Breno de Paula Andrade Cruz

ABSTRACT

This text is an experience report of an educator who uses the storytelling strategy to narrate his process of building a case for teaching that is divided into three stages, namely: (i) the case pre-writing process – which has as its main characteristic the in-depth definition of the characters and possible conflicts, the organizational context and the theories used in a credible case to reality; (ii) the writing process of the case – moment in which the author highlights the dialogues between characters and their emotional and affective bonds, connects the plot with theories and presents elements of reality to bring the reader closer to that plot and arouse their interest; and (iii) the post--writing process – when the teaching notes are built and the text is adapted to the requirements of the literature and the periodical to be submitted in the case for teaching. Additionally, this subjective account of the author in this process of systematizing the construction of cases for teaching is connected to the results obtained by him as an educator in undergraduate courses, with results within the classroom (students' interest in solving cases) and outside classroom (publication of cases in magazines and book chapters authored by students based on their final work in the subject).

Keywords: Teaching case; Prewriting; Writing; Post-writing.

RESUMO

O presente texto é um relato de experiência de um educador que usa da estratégia de *storytelling* para narrar seu processo de construção de um caso para ensino que é dividido em três etapas, são elas: (i) o processo de pré-escrita do caso – que tem como principal característica a definição aprofundada dos personagens e de possíveis conflitos, do contexto organizacional e das teorias utilizadas em um caso verossímil à realidade; (ii) o processo de escrita do caso – momento em que o autor evidencia os diálogos entre personagens e seus vínculos emocionais e afetivos, conecta o enredo com as teorias e apresenta elementos da realidade para aproximar o leitor daquele enredo e despertar seu interesse; e (iii) o processo de pós-escrita – momento em que se constroem as notas de ensino e se adequa o texto às exigências da literatura e do periódico a ser sub-

Breno de Paula Andrade Cruz [ID]
brenocruz@gastronomia.ufrj.br
PhD in Business – FGV EAESP
Doutor em Administração – FGV EAESP
Rio de Janeiro / RJ – Brasil

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RESUMO

metido o caso para ensino. Adicionalmente, conecta-se esse relato subjetivo do autor neste processo de sistematização da construção de casos para ensino aos resultados obtidos por ele como educador em disciplinas de graduação, com resultados dentro da sala de aula (interesse dos alunos na resolução dos casos) e fora da sala de aula (publicação dos casos em revistas e capítulos de livros com autoria dos alunos a partir dos seus trabalhos finais na disciplina).

Palavras-Chaves: Caso para Ensino; Pré-escrita; Escrita; Pós--escrita.

Introduction

Of the many materials that discuss the elaboration of cases for teaching in Administration and in other areas of knowledge, the emphasis given to the way in which the plot of the case is told to the reader is recurrent. This way of telling the plot and the importance of arousing the interest of those who read it is discussed by Raesch (2006), Gil (2004), Silva, Santos and Bispo (2017), Silva and Bandeira-de-Mello (2021), Araújo and Souza (2016) and by other authors who investigate the topic.

Even in the last century, the concern about the simple way of writing a story was addressed by Dickson and Sythe (1970), Leenders and Erskine (1973) and Ackerman and Maslin-Ostrowski (1995). Today, the storytelling strategy is widely used in communicating with people through digital platforms (WOODSIDE; SOOD; MILLER, 2008; PULIZZI, 2012; BASSANO et al., 2019; CARRILHO, MARKUS, 2014) and also discussed in the elaboration of cases for teaching (DIAMONDS; OVINGTON, 2003) and as a teaching and learning strategy (FAWCETT; FAWCETT, 2011).

If storytelling (narrative) is the art of telling a story, its use in teaching cases turns out to be a consequence in light of the relevance of how the story is presented. The use of this strategy in the classroom associated with the cases for teaching, according to Green (2004), has three attributes to be considered, since the stories: (i) create identification and interest for the reader; (ii) generate a structure that allows remembering the course content; and (iii) constitute a familiar and accessible way to share information.

And it is precisely because of this idea of a storytelling to the reader in a simple way that I made the decision to write this text in the first person singular. In

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fact, what I want in this report is to tell the story of a researcher who did not dare to do something that generated enthusiasm from his first contact with a teaching case. It is a report built exclusively for the RAEP Special Issue 'Cases for Teaching in Administration: Research, Reflections and Trends' by someone who was still stuck in the 'Publish Theoretical-Empirical Research' mode and who now has the case for teaching as an asset (i) in the learning of students from an area completely distant from Public and Business Administration and (ii) and in the publication in periodicals.

This story is told initially from my insecurity in writing something that I had not been "trained" in my training. Subsequently, this story presents the unfolding of a construction process; to, finally, present some of my perceptions about this process that I divide here in pre-writing, writing and post-writing of a teaching case.

INSECURITY AND DISCOVERY IN WRITING A CASE FOR TEACHING

My professional life as a business administrator in the first decade of the 21st century was marked by a more theoretical and less practical approach - and this was a point of attention when I started working as a professor in Public and Business Administration. In the teaching model of public universities in which the Exclusive Dedication (DE) regime of professors often prevents actions outside the university, I understand that the more theoretical approach of my undergraduate professors at the time could be explained by the limitation of this work regime.

So, curiously, my first contact with a case of teaching in Administration was in a doctoral course taught by Professor Rodrigo Bandeira-de-Mello at EAESP. The Cirque du Soleil case, by DeLong and Vijayaraghavan (2002), published by the Harvard Business School, was presented to us as a learning strategy and there I felt motivated to leave the teaching and learning model in which I had always been inserted (the one that prioritized theory only).

I was delighted to read the Cirque du Soleil case for two reasons. The first was related to the experience of such a pleasant reading that had such an interesting theme as its object: the circus. The second reason was built from the connection with the theories that were being addressed in the discipline and the inexistence of merely binary answers: right or wrong; good or bad; Yes or No. There were possibilities beyond the binarity often presented in theories – mainly positivist ones. And

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it's okay to be a positivist; because, as stated by Carton and Moricou (2017), most research developed in Administration has this direction.

From reading the case for teaching Cirque du Soleil to writing my first case took an 8 year hiatus. Although I used the storytelling strategy in the tests of subjects of the Administration and Public Administration courses in my work as a teacher creating plots to solve theoretical questions in subjects, I had not yet structured a case for teaching in order to follow the main guidelines of scholars in the field.

The desire to write was great, but I was always concerned with form and content. At the EnAngrad (2017), at Fecap (São Paulo – SP), I commented on this desire of mine with a colleague from UFRN and she introduced me to her colleague from the institution - Professor Maria Valéria Pereira de Araújo - who had experience in the elaboration of cases and material of reading. In that exchange, Valéria was very attentive and offered to share with me the material she had and used in her classes with her students. It was the texts by Raesch (2006) and Gil (2004) that made me discover the way in which case content for teaching could be presented. And, along with the specific guidelines of the RAEP on the production of a case for teaching in Public and Business Administration, I felt safer to start a new work front in scientific communication.

I discovered, after completing my first teaching case, that it was pleasant to think of teaching and learning strategies that could bridge the gap between the reality of the market and the classroom. Currently working as a professor of the Gastronomy course, I have to think of strategies that arouse in students in this area an interest in Administration - specifically theories related to Strategic Planning and Business Plan. Acting as a teacher of subjects that are tangential to the training of this type of professional, the teaching case became my asset to get closer to the reality of that student profile and arouse interest in our area. By creating a credible context for the students' reality, with characters close to the reality of the type of enterprise they will work in the future, they connect with theories and with their realities and expectations.

Since the first case built in 2017, there has always been an intention on my part to work on dimensions such as systemic vision, teamwork, planning, problem solving and managerial practice. And, in a way, my initial intention is in line with the findings of the study by Silva, Dias Júnior and Canós-Darós (2019) - who pre-

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sented a measurement scale to assess active teaching strategies with dimensions related to my previous intention as educator. I realized that my unease in the past as an undergraduate student at being away from the market would not need to be experienced by my current students; and that I was not alone in working on those dimensions - as indicated by the empirical results of Silva, Dias Júnior and Canós--Darós (2019).

The idea of this report for the RAEP Special Call 'Cases for Teaching in Administration: Research, Reflections and Trends' has a more empowering tone for professors and researchers in our area who still do not have the practice of preparing cases for teaching than the epistemological or ontological systematization of the "how to do" in the construction of cases for teaching. It would even be ignoring the construction of knowledge of this method in Brazil and equating myself with researchers with a large theoretical and empirical background and their efforts to build a field of study. Therefore, my objective here is to talk to readers who want to write (but who have not yet started the process) and try to contribute so that these people can start a new work front that can be pleasant and with good results. in the classroom and outside.

The next section of this experience report presents what I qualify as 'The Process of Pre-Writing a Case for Teaching' and then proceeds to the following phases - which I qualify as 'The Process of Writing a Case for Teaching' and 'The Post-Writing Case for Teaching Process'. Figure 1 can help to understand this division in this report, and I propose to discuss with greater emphasis the first and second phases; the third phase being 'The Post-Writing Process' is a discussion that I will not go into further because my objective is to discuss the process of building a case for teaching as history and not the process of adaptation for a magazine. Additionally, it is not a protocol for the elaboration of cases for teaching; and, yes, a systematization of my process of leaving blank screens in Word and Excel and finalizing a teaching case proposal.

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Figure 1 Case Construction Process for Teaching

Case pre-writing	**Case writing**	**Post-Writing of the Case**
The option for the credible case leads to the definition of theories and topics covered; to then build the characters in detail; the context of the case; the conflicts for decision making and the elaboration of the questions related to the theory.	With the characterization of the elements that make up the plot and the needs of the educator in the teaching and learning process, the writing of the case begins, articulating all previously defined elements.	Adequacy of the case to the requirements of the teaching notes according to the existing literature and the scientific journal that is intended to be published.

Source: author.

THE PROCESS OF PREWRITING A CASE FOR TEACHING

The 'General Guidelines' made available by RAEP for the presentation of a teaching case to the magazine is an excellent starting point for those who have not yet had access to the Harvard Business School model of case construction for teaching or to the in-depth knowledge of storytelling in the construction of a plot. Additionally, the readings of the texts presented in Table 1 also help to align the content and form with the expectations of the evaluators and, in the future, for the readers (students and teachers).

Chart 1 Readings that contribute to start the elaboration of a teaching case

Author	Title	Contributions
Silva e Bandeira-de--Mello (2021)	Learning in Action: using cases for innovation in teaching and learning	The book presents an up-to-date discussion on the use of cases for teaching management in Brazil, serving as a reference to understand the main characteristics of its use in Brazil. It is possible to obtain a free PDF version from Editora UFPB.
Alberton e Silva (2018)	How to Write a Good Teaching Case? Reflections on the Method	There is an epistemological construction of cases for teaching as a method and elements that characterize a good case study are presented.

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Ellet (2008)	Case Study Manual: How to Read, Discuss and Write Cases Persuasively	The book presents the step by step of writing a case study and teaching cases in a systematic way.
Roesch (2006)	Case Reports for Teaching, supported by Literature.	It is a very complete text for those who want to start building a teaching case. The author discusses central dimensions such as (i) the structure, (ii) the implications of data collection, (iii) the plot and the conflict and (iv) the construction of the text.
Gil (2004)	Elaboration of Cases for Teaching in Administration	It presents advantages and limitations of the method and deepens the procedures that must be adopted for the elaboration of a case, such as (i) identification of the problem, (ii) definition of objectives, (iii) location of the case, (iv) collection of the required information, (v) analysis of the difficulty of the case, (vi) test and (vii) final writing.
Farhoomand (2004)	Writing Teaching Cases: A Reference Guide	It systematizes a set of information that serves as a guide to writing a case for teaching.

Source: author.

In addition to the discussion presented by the authors of Table 1 and the knowledge already built in relation to the structuring, form and content of cases for teaching in Administration in Brazil - see the collaborations of Silva and Bandeira-de-Mello (2021) and Alberton e Silva (2018); I highlight some points of attention in the elaboration of a case for teaching in the stage that I qualify as Pre-writing, they are: (i) the option between a real case and a credible case; (ii) definition of theories and themes; (iii) the detailed construction of the characters; (iv) description of conflicts; and (v) elaboration of the questions according to the interests of the class.

The preface written by Professor Anete Alberton in the book 'Learning in Action: using cases for innovation in teaching and learning' highlights the difficulty of often not obtaining authorization from companies to publish data, information and specific points related to the performance of a organization. This fact discussed in

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the book always led me to opt for the credible case. This argument presented by the preface writer and by Silva and Bandeira-de-Mello (2021) somehow makes me more comfortable when working on credible cases and not shelving an idea. My choice is to create a story with many real aspects from my experiences as a consumer, as a teacher of interns and from the dialogue with people in leadership positions in the Gastronomy sector. Real experiences come to me as a participant in a reality and I don't put them away – I systematize some by creating new characters and contexts Gastronomy (bars, restaurants and hotels).

The credible case to reality allows the construction of the plot to be carried out based on the richness of details for the characters, for the conflicts and even for the use of the theories worked in the discipline - this richness of details is discussed by several authors such as Ellet (2008), Alberton e Silva (2018), Silva and Bandeira-de-Mello (2021) and is essential for students' future decision making. In relation to this wealth of information supporting decision making, I bring a frequent example that I use.

If a student has knowledge of a real company, the communication of its values and its mission, this knowledge may influence future actions to reorganize the business presented in the case (decision making). Thus, the inexistence of a real company and its website allows, from the sufficient information presented in the teaching case, the definition and construction of organizational values by the students to then build a mission text (leaving aside the decorating idea "Mission is the reason for being of the company", for example).
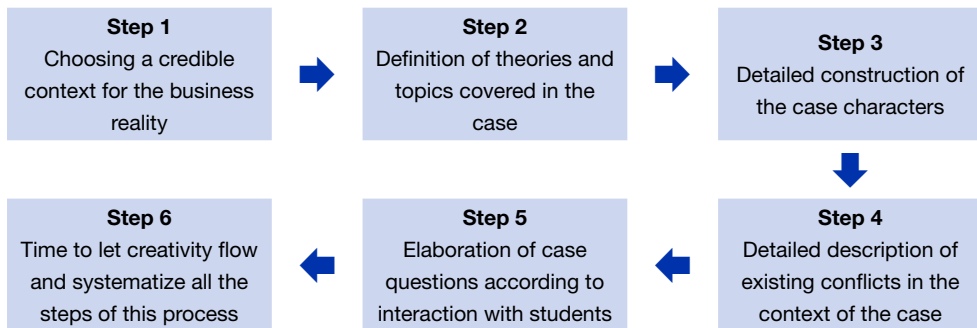
The credible context to the reality of the Gastronomy sector allows, in the presentation of the plot, to detail the characteristics of the characters and the existing conflicts so that a set of decisions can be made. However, before that, I consider the definition of the theories used in the discipline/course as a second step. Defining the theories that will be used will help in the construction of conflicts that permeate decision making. That is, the writing of the case becomes more organic if the theories are defined because the decision-making is tied to the theory; and, consequently, the characters and conflicts to decision making.

In this text, I choose to present the construction of the characters as the third step, but this step is not necessarily prior to the definition of the conflict – Figure 2 follows this sequential logic to illustrate the process. Because I have a greater inter-

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est in interpersonal relationships in organizations and this is a central theme in the teaching cases I have already written, I do not disassociate the characters from the conflicts. Reading Roesch's (2006) references in his text published in Organizações & Sociedade brought me closer to the environment of fictional characters, since texts related to telenovelas and how to tell small stories (not necessarily teaching cases) were present in the construction of that text. Likewise, when thinking about storytelling, we also have the importance of characters in stories (PALACIOS; TERENZZO, 2016) – and specifically in organizations (BEIGI; CALLAHAN; MICHAELSON, 2019). Thus, I emphasize the importance of building the characters well, highlighting their conflicts, emotions, feelings and even triggers.

Figure 2 Pre-writing process of a credible case to the business reality

Step 1 Choosing a credible context for the business reality	Step 2 Definition of theories and topics covered in the case	Step 3 Detailed construction of the case characters
Step 6 Time to let creativity flow and systematize all the steps of this process	Step 5 Elaboration of case questions according to interaction with students	Step 4 Detailed description of existing conflicts in the context of the case

Source: author.

In this construction of characters, i initially define two or three people who will be protagonist(s) or antagonist(s) and establish their interpersonal relationships in the case - which can be permeated by hate, love, indifference, (dis)respect, care, friendship or even emotional debts inside and outside the organization. With these details, I create the supporting characters that will support and welcome the central characters - never leaving aside aspects related to the theory. The dichotomy of characters' feelings is a strategy to reinforce Alberton e Silva's (2018) argument regarding the impartiality of the author of the case for teaching. In other words, if I present feelings of the protagonist(s) and antagonist(s) and their sensations, I leave it open that there are not only good guys and villains – even because the protagonist is not necessarily "the good side of the story". "; as well as the antagonist the "bad side".

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Regarding the description of conflicts, I always choose to work at least two types in a case for teaching, they are: technical conflict (knowing or not knowing theories and techniques that allow better results in the enterprise); generational conflict (characters with different life experiences and worldviews that can impact the organization's performance); or ideological conflict (the one that can generate problems in interpersonal relationships and that can be built from organizational values or characters - such as religion, gender identity, sexual orientation or the perception of individuals when living in an organization crimes equated with racism). Specifically in relation to ideological and generational conflicts, it is possible to tangentially discuss Human Rights, Justice and Citizenship.

Once the theories, characters and conflicts have been defined during the class period, I start writing the case after contacting at least five meetings with the group that intends to use this strategy. Knowing the class, I can understand which themes attracted the most attention; whether there are ideological attitudes and behaviors that guide the actions of some students; life and work trajectories; technical knowledge of communication tools (such as Canva or Instagram communication management); and difficulties with theory. There is, in other words, a customization of the content to the reality that I encounter in the classroom – whether in person or remotely.

The next section presents the case writing process after putting on paper, Word or Excel all the detailed characteristics related to characters, context, conflicts and theories. And, particularly, this is the moment that generates the greatest involvement because the story that I told myself and that will now be told to other people begins to come to life.

THE PROCESS OF WRITING THE CASE FOR TEACHING

I understand that this part is about telling a story and letting the screenwriter side be able to inhabit that moment of writing. Therefore, the use of dialogues, emojis (if the interaction is measured by technology) and informal writing to bring the reader closer to the reality. This richness allows the writing of the case not to be compromised with the absence of dialogues (ALBERTON; SILVA, 2018) or with the absence of sufficient information from the context (ELLET, 2008) that help in decision making.

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It is possible to build an in-depth plot that demonstrates the feelings, frustrations and behaviors of each character, whether they are protagonist, antagonist or supporting characters. Explaining affective bonds inside and outside the organization allows for a broader understanding of each character and how their decisions can also be made. In case we consider other organizations as characters, a detailed description of values present in the organizational culture and behaviors of their leaders are also considered relevant to bring more elements to the decision-making context.

I have the option of not mentioning any theory in the plot-building process. The goal is for students to be interested in the story (that's why I think it's important to use the storytelling strategy). Next, in the highlighted passage, I present an example of how to work with the description of the character, the feelings of one or more characters, the conflict and the use of dialogues. The background of this plot would be the hiring of a conservative and religious relative (João) to lead an Equality and Diversity team in a family company in the field of Education. Luana is the head of People and Paulo and Giovanni are the owners of the company.

(...) And after the interview with João, Luana was worried about Paulo and Giovanni's nomination for the owners' cousin to occupy a new vacancy open for him in the company. Noticing a particularly conservative and religious bias on the part of João, Luana remains hesitant to present her perception to the owners of the company. But to remain silent is to neglect her experience as a people manager and as a black woman who noticed racist lines in João's presentation. Therefore, Luana requests a meeting with the owners in order to present her perception.

- Paulo and Giovanni, my perception is a little delicate because it is someone so close to you. But I didn't see the suitability of Mr. João's profile for the vacancy you want to create.

- How not? (retorted Giovanni).

- Mr. Giovanni, I could see a little conservative speech and a more religious profile. He used "denigrate", "on the thighs" and "female work" to comment on some previous work situations. We already have some complaints in the Ombudsman's Office of similar expressions used by other employees. Perhaps Mr. João can work in another area," replied Luana.

- Luana, there are no other vacancies – let's create this one for João. He's our closest cousin and he can't be unemployed with two kids to take care of. That's family. Isn't this a family business? Let's help you. In the past, when our father needed it, uncle Luís (João's father) did his best to help us. Now is our time to give back..

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- Luana, there are no other vacancies – let's create this one for João. He's our closest cousin and he can't be unemployed with two kids to take care of. That's family. Isn't this a family business? Let's help you. In the past, when our father needed it, uncle Luís (João's father) did his best to help us. Now is our time to give back.

After this speech by Paulo, Giovanni added.

- Aren't you the head of people? The time has come for you to reaffirm your skills in managing people within this company.

The context Luana finds herself in does not seem to be simple, because a position with such a specific profile should be occupied by a person who has minimally knowledge or experience with minorities – and João seems to distance himself from that. "How and where to absorb this profile of João in a leadership position in the company?" This is a question still to be answered by Luana at the next meeting with her superiors.

In my experience as a spectator in the final presentations of the discipline from the students' responses to the teaching cases, it is not uncommon for debates to occur between students who have different views on a particular subject addressed in the case. This construction of the case through a plot rich in details, dialogues and information about the characters contributes to the approach to the discipline and its theories; and increases the student's willingness to resolve those impasses based on technical knowledge and also on their ideologies and ways of seeing the world.

In responding to this plot of a teaching case, I consider it important not to demand binary answers, since the construction of a solution must be thought of in the light of the entire context of the case and the characters. That is, what lies behind this strategy is a more in-depth analytical process because the plots are created in a way that the most obvious solution is the one that also offers the greatest impact on other characters, sectors or different stakeholders of the case. For example, in the example above, accepting João's nomination for the position would be the most obvious solution for Luana. However, a person with João's profile could bring many problems, complaints and discomforts to company employees who had already reported cases of racism, machismo and sexism. Soon, Luana will have to look for a less obvious solution.

Bringing elements of reality to compose the characters, the conflicts and the context of the enterprise is always something that I think brings the case even

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closer to the interest of readers (students). That is, bringing memes, gifs from the Internet, slang from a generation and expressions known from the online environment is also a way to retain the attraction of readers - especially in dialogues and character interactions.

After writing the first version of the case and reviewing it, I leave the document forgotten for a few days and then return to it using the elements in Table 2 - a checklist I created in relation to the content of the plot to verify that the case information is found. on the items on the board (and vice versa).

Chart 2 *Plot Content Checklist*

Analysis to be performed	Yes	No
Is the case current and does it reflect a set of variables that approximates the reality of the student and an enterprise?	x	
What theories are used?	Alfa, Beta and Gama	
Are the theories addressed in the case relevant to this discipline?	x	
Does the [Alpha] theory allow analysis through the characters?	x	
Is the [Alpha] theory presented from the context of the case?	x	
Does the [Beta] theory allow analysis through the characters?	x	
Is the [Beta] theory presented from the context of the case?	x	
Is there a sequence of reported facts that allows for logical reading?	x	
Are there different views of protagonists and antagonists in the case?	x	
Is the information presented from the situations-questions to be answered sufficient?	x	
Is there a humanization of the plot based on dialogues or descriptions that help to build the characters in the readers' imagination?	x	
Is it a text that arouses reading interest because it is fluid?	x	
Are the possible answers binary?		x
The accounts of the characters presented are impartial; or, if partial, do they present both sides of a dichotomous situation?	x	
Are the title and abstract unbiased?	x	

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Positioning yourself as a student, at the average age of your students, can this case generate interest in reading and the desire to solve it?**	x
Does the decision making in question 1 reflect the characters' conflicts in light of the [Alpha]'s theory?*	x
Does the decision making in question 2 reflect the characters' conflicts in light of the [Beta]'s theory?*	x
Does the decision making of question 1 reflect organizational conflicts in light of the [Alpha]'s theory?	x
Does the decision making in question 2 reflect organizational conflicts in light of [Beta]'s theory?	x

Source: author.

* For each question-situation of the case it is important to make the connection with the theory.

** Reading from students can help provide you with feedback if you are in doubt for this question.

Once there is a verification of this checklist that I present based on different readings and previous opinions of the RAEP, I move forward in the process - which is what I qualify as the Post-Writing of the Case for Teaching. My choice of ordering this writing process may sound strange to anyone familiar with the works of Roesch (2006) and Gil (2004). Roesch had a concern with the structure of the case (form and content). Gil, on the other hand, starts the process from the educational objectives and tests the case before writing it. As you will see in the next section, I leave the educational objectives for the part of the process that I qualify as post-writing the case for teaching, since with the characters, conflicts, contexts and questions presented it is possible to define the educational objectives more assertively. of that case and the other teaching notes.

THE POST-WRITING OF THE CASE FOR TEACHING

I consider it important to divide the process of elaboration of cases for teaching into three moments (pre-written, written and post-written) for the adoption of this teaching and learning strategy by educators in the field of Public and Business Administration. I see this moment as a process of adapting the previous phase to the existing protocols in terms of form – especially with regard to journal submission manuals. Therefore, I believe that the use of a checklist for the structure of the case is relevant – as can be seen in Table 3.

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Chart 3 Case Structure Checklist for publication

Case Characteristics	Yes	Not
As for the Structure		
Is there a title and abstract?	x	
Does the case plot have characters, conflicts, and a plot that suggests decision-making in specific problem situations in light of a theory?	x	
Are there any questions or situations at the end of the reading that students must resolve?	x	
Are there well-described educational goals?	x	
Is there a section that discusses class preparation for the case?	x	
Are alternative solutions presented for the case?	x	
Are there basic reading sources for students?	x	
Are there additional reading sources for faculty who intend to use the case?	x	
Are all the teaching notes suggested by the journal chosen for submission in the finalized text that will be submitted?	x	
Is the text formatting in accordance with the journal chosen for submission?	x	

Source: author.

The application of the case is carried out with the class that generated the interaction during the initial weeks of a discipline/course. In the teaching notes that make up the final text to be submitted to a journal, I present this application as a pre-test of the instrument in the section 'Class Preparation for the Case' and its 'Application' - section where I inform all the details of the application of the case. I prefer to err on the side of the excess of information in this section than the lack of information – I consider that this stage of the process is very relevant and I suppose that the evaluators seem to be even more concerned with the quality of this section so that there is later applicability of the case by other professors and magazine readers.

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I reserve the space here to mention how important the evaluations of RA-EP's reviewers were in the cases approved for publication. There was, in my perception, that feeling of building knowledge from the assessments – which were assertive, constructive and elegant (a very different process that many of us have experienced in academia). One of these evaluations highlighted the importance of the existence of more assertive and profound solutions to solve the case for teaching that was being evaluated. Initially, I had presented something not very in-depth and this feedback made me understand this item better in the teaching notes of this type of document.

As journals have different submission guidelines, it is important to check in the 'Teaching Notes' section that the items you have written are (at least) the same as those presented by the general guidelines for submission of Cases for Teaching. Even if you drink from sources such as the most current ones (SILVA; BANDEIRA--DE-MELLO, 2021; ALBERTON; SILVA, 2018), it is important to verify that the teaching notes contained in your text meet what is required by the journal. In the next section I discuss my perceptions in relation to now having a wild card in my hands: the case for teaching – which helps me as an educator and as a researcher when I publish the idea in a journal.

THE RESULTS IN THE CLASSROOM AND BEYOND

If there's one thing a veteran student does well, it's sharing course details with new students. So, students of the Strategic Planning in Food discipline (Bachelor of Gastronomy at UFRJ) arrive already wanting to solve a new case for teaching – the second evaluation of the discipline, which is carried out in trio. In the first classes I already present some anticipated information about characters and the context of a new case to be written and this generates a certain frisson. This eagerness on the part of the students to solve the case for teaching makes me think that the application of the cases in previous classes was successful - since assessment is not always something so loved by students.

When receiving the case for teaching, there is, at first, a feeling of almost collective despair. The phrases I hear most at first are: "Professor, I don't even know where to start..."; "This work is big, isn't it?"; "This job is work, isn't it, professor?". And as the classes go on and the reading of the case is already carried out by them,

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in the classes themselves they start to make connections and questions that can contribute to the resolution of the cases.

As a teacher, I perceive a deep involvement of many trios in solving the teaching case. The strategy of performing in a trio is precisely to have a mining vote in decisions that are not consensual. Although it is not a methodological or results session in this report; in general, in the classes where I used the case for teaching as a pedagogical strategy (instead of tests and theoretical work) there is a greater involvement of students with the discipline. This perception of mine arises from praxis and does not represent any theoretical-empirical systematization in this report.

Although it is a job that demands effort, attention, reflection and management of interpersonal relationships among students, the feeling they pass is one of happiness for the delivery of the final work. It was not uncommon to hear phrases such as "I thought we wouldn't be able to handle it. But it's here. It is delivered and much better than we imagined!". And, as an educator, on the other side, I have a sense of accomplishment in showing that they could go beyond where they initially thought they could go. It is gratifying to correct so many good works that could easily exist in real life from the solutions presented by them.

The construction of teaching cases for use in undergraduate courses has generated a good return beyond the classroom. From the perspective of publishing communications on Teaching, Research and Extension, the cases were accepted at RAEP and also generated two books with the best cases presented in the disciplines. If the initial fear of escaping from the theoretical-empirical research format existed; now I feel able to navigate a new route: the construction of cases for teaching. This new route generates a personal happiness for me to be able to create and arouse greater interaction of the students during the course.

The Coffee in Elections case: the bitter and the sweet in the strategic management of a coffee shop, published in RAEP in volume 20 (n. 2) was my first product of this new route and considered a very specific moment in Brazil, being built to bring the students from that context which also reflected in the Gastronomy sector. It was a situation so present in the lives of so many Brazilians that months after the case was published at RAEP I participated as a spectator of the same scene reported in the case. This experience of understanding the context we live in and writing about it in the form of a teaching case (based on credible situations) brought me more

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certainty about the importance of not shelving our ideas and making them public for students and other teachers.

The case Abre a porta do bar e deixe as "Mina Gerenciar", also published in RAEP in volume 21 (n. 2), addressed a specificity of our society – the theme of transgenderism and female empowerment. Although this theme appears in Organizational Studies under a larger umbrella, introducing it to undergraduate students who live in a context closer to that reality was a way to bring me closer to the reality of a new generation. The involvement of the class was so great in solving the teaching case – which was reflected in the quality of the works delivered – that I invited the best works to be turned into book chapters. And so the book Cozinhando Sonhos: how future gastronomists plan socially responsible ventures was born, published by Editora CRV (CRUZ; DUTTON, 2019). I added to this book the story of two real life characters who translated the plot of the teaching case worked in the classroom.

Although it is a publisher rated by Capes, we know that the organization and publication of books has almost no value in Research and in scoring in graduate programs. The value of the students' joy when they see their names in the books, participate in the launch where their relatives are present and they are multipliers of the pleasure of solving a case for teaching in Administration – a different area of their training; is higher than the punctuation requirement of Capes publications or a graduate program. They become multipliers of the relevance of the case to teaching and pass this information on to the freshmen – as I described earlier.

A second book was published with the title Gastronomy, Craft Beer and Slow Food: sustainable business ideas (CRUZ; MONTEIRO, 2020), by the same publisher and with a discussion related to sustainability and strategic planning. As a way of rewarding this dedication, I choose the best final works that can compose a book according to the interest of the authors of the final work of the discipline. There is also a lot of frisson when they receive the book cover, first write their mini biographies, and submit their photos to the final pages of the book. At that moment I realize how rich this exchange was for them and for me during and after the discipline.

FINAL REMARKS

If you've come this far, it's because you were somehow interested in reading this content. This was a way of systematizing my experiences in relation to a new

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path I take as an educator and as a researcher (if that is the most ideal term to cha-racterize a person who publishes cases for teaching). Although this way of thinking about the construction of teaching cases credible to reality is personal, it is a con-tribution for those who are starting – just as I had access to professor Maria Valéria Pereira de Araújo who, in an EnAngrad, was available to introduce me to relevant texts. Although I don't even have contact with her, the teacher showed me the way and I followed my way from complementary readings.

My choice of producing cases for teaching has become increasingly assertive when I see myself as a higher education professor at a federal institution where I have to work on the Teaching-Research-Extension tripod. With the curricularization of the University Extension and the strong bias of my institution towards valuing this dimension (which is relevant in citizen education), the case for teaching becomes a wild card in my hands because every six months I write content for a new class; to then delve deeper into the teaching notes and submit to a journal. Extension and Research products are often not easily articulated with Teaching – which is not the case for teaching, which in addition to bringing results in the dimension of student learning, brings academic production results to the researcher when the document is published. in a journal.

The division I initially proposed into (1) Pre-writing, (2) Writing and (3) Post--writing of teaching cases helped me to optimize my time in the systematization of ideas that arise in everyday life as part of a highly connected and interactive. The steps I have presented in this text in relation to the pre-writing process (Figure 2) and writing are the result of the subjective systematization of the conception of a process. Likewise, the checklists presented (Charts 2 and 3) are not intended to be rigid protocols that must be followed. In other words, I do not propose a conceptual model for the elaboration of teaching cases in Administration; and yes, I publish an experience report of an educator who divided his process into three distinct stages and who proposed to delve a little deeper into the details of creating a plot (the pre--writing of the case).

It was not my intention in this text to compare myself to references in the production of knowledge about Cases for Teaching in Administration - such as pro-fessors Rodrigo Bandeira-de-Mello, Anete Alberton and Anielson Barbosa da Silva. My objective is to talk to people who do not yet have experience in the production

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of cases for teaching in Public and Business Administration and who may, from reading this experience report in the special edition of RAEP, have some basic information to overcome an alleged insecurity (as I had) and to advance in the elaboration of material to support teaching and learning in our field. And, as storytelling, one last expressiom cannot be missing:

The End.

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