AUTHORS (CALIBRI, FONT SIZE 12, UPPER CASE)

**TEACHING NOTE**

**(Calibri, Font size 12, Bold)**

**CASE TITLE**

**(Calibri, Font size 14, Bold)**

Begin the teaching note with a brief summary of the case (one to two paragraphs). Focus on decision(s) to be made and the primary learning objectives of the case. Use the Body Text style (Calibri, font size 10, Justify) for the text within all major sections of this document (with the exceptions of the headings). Additionally, follow all spacing, style, and formatting guidelines outlined in the IIMB Case Template document.

**Position in Course (Calibri, Font size 12, Bold)**

This case is intended for use in a course on . . .

The case highlights . . .

The teaching objective of the case is . . .

**Supplementary Readings (Calibri, Font size 12, Bold)**

List related readings that the professor typically assigns with the case or other relevant articles and research that might be helpful. You should also explain the relationship of this case to other cases if it was written as part of a series.

**Assignment Questions (Calibri, Font size 12, Bold)**

General Questions:

1.

2.

3.

Analytical Questions:

1.

2.

3.

## Analysis (Calibri, Font size 12, Bold)

The analysis in the teaching note provides a detailed response to each of the assignment questions outlined above. It should include a summary of relevant data from the case in a manner that links the information to the insights and/or conclusions that students are expected to discuss. Additional questions and supplementary information can also be included for discussion during the course of the class.

### Q1 (Calibri, Font size 11, Bold)

Insert information.

### Q2 (Calibri, Font size 11, Bold)

Insert information.

### Q3 (Calibri, Font size 11, Bold)

Insert information.

### Etc. (Calibri, Font size 11, Bold)

Insert information.

## Teaching Plan (Calibri, Font size 12, Bold)

The teaching plan describes:

* The length of the class for which the teaching plan was written.
* Key issues/concepts to be addressed in class.
* A suggested teaching approach for running the case in the classroom, including the suggested breakdown of time (this can be updated after the case has been taught the first time).
* Possible examples of overhead transparencies, frameworks, or diagrams to use to aid instruction.