

**Video Cases**  
**A Pedagogical Tool for Teaching Strategy**  
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We consider the use of video cases to facilitate learning in the strategy classroom and to enhance understanding of the complexity of international contexts, particularly in emerging markets. Our illustrations will leverage the “Creating Emerging Markets” (CEM) project interview database produced by HBS’ Business History Initiative, which enables students to hear directly from iconic entrepreneurs across industries and emerging market contexts. The CEM database is freely publicly accessible, currently has over 130 hour-long video narratives from across Asia, Africa, Middle East and Latin America, and is steadily expanding.

**What are video cases, and why use them (over traditional paper cases)?**

1. Videos *are* the case, and not relegated to supplemental material to a written document.
2. Videos more realistically communicate external context (“picture is worth a thousand words”), for example, by promoting more active cognitive processing (Lloyd and Robertson, 2012) and better engaging students in the course material (Rackaway, 2012).
3. Videos succinctly reveal the long arc of the evolution of business in these contexts, as well as aspects of their co-evolution with their contexts. They thus complement learning through cross-sectional variation usually accomplished by considering organizations set at a particular time (Jones and Khanna, 2006).
4. Videos shine a spotlight on the protagonist (“straight from the horse’s mouth”). For example, they may better reveal protagonists’ communication practices (Choudhury et. al., 2019) and what they believe is the “core competence” of each of their organizations (Gao et. al., 2017).

**Examples of Recent Uses of CEM videos:**

1. **Stand-alone clips** as accompaniments to existing case discussions. For example, the CEM video of Ratan Tata (India) may complement existing HBS cases on the Tata Group and the video of James Mwangi (Kenya) may complement existing HBS cases on mobile money in emerging markets.
2. **Single long run video** to show the evolution of a company or an entrepreneur’s approach. For example, the CEM video of Mo Ibrahim sheds light on the journey of a serial entrepreneur, first building Africa’s first continent-wide mobile phone network and then building a foundation dedicated to eliminating corruption among elected officials across Africa.
3. **Video clip ensembles** that use an entire session to elucidate the phenomena. For example, we have put together separate video ensembles shedding light on the phenomena of corruption and innovation in emerging markets, piloted in executive education classrooms in 2018-2019.

**Candidate Interactive Exercise:**

After we discuss the background around video cases and how they may be used, we propose to conduct an exercise with conference participants, where we show one or two video clips (each ~5 minutes long) from the innovation video case ensemble to the group. For example, we may choose from clips of:

- Fadi Ghandour (logistics company spanning the Middle East) discussing leveraging his contextual environment to try to leapfrog incumbent global logistics giants after first learning from them.
- Devi Shetty (lowest cost heart surgery in the world, India) discussing ecosystem building
- Syed Babar Ali (dairy packaging company and higher-education institution builder, Pakistan) discussing the practicalities of accessing foreign technology through joint ventures

In small-group discussions, we can then discuss the nature of innovation, especially the possibility of leapfrogging, and the extent to which pedagogy differs from that of conventional case discussions.

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