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Generative AI as a Partner in Case Writing

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Narentheren Kaliappen[1], Noor Amalina Mat Yusof[2]

[1]Management and Leadership Case Study Centre, Universiti Utara Malaysia
Email: *narentheren@uum.edu.my*

[2]Management and Leadership Case Study Centre, Universiti Utara Malaysia
Email: *nooramalina@uum.edu.my*

Introduction

Why Case Writing Feels Difficult?

In nearly every workshop I conduct, one statement echoes across the room: *I want to write a teaching case, but I don't know where to start.* Many educators, trainers, and administrators recognise that case writing can transform their teaching, yet few feel confident enough to attempt it. The process appears complex; it requires storytelling skills, time, and the additional task of preparing a teaching note.

Yet every practitioner already possesses a wealth of untapped material. The daily dilemmas, decision points, and meaningful experiences that occur in classrooms, offices, or communities are all potential sources for teaching cases. The real challenge lies not in discovering a story but in structuring that story into a teachable narrative that can engage students in meaningful reflection and discussion.

This is where Generative AI (GenAI) can play a transformative role. GenAI does not replace the author; rather, it acts as a *partner*, helping educators brainstorm ideas, organise their thoughts,

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and produce early drafts. This allows them to focus on what truly matters: authenticity, contextual relevance, and pedagogical impact.

The following guidance, drawn from my British Academy Writing Workshop held on 5 September 2025, demonstrates how GenAI can support educators in crafting their own teaching cases. Importantly, the goal of this process is not to produce publishable materials but to help educators teach with their own cases to create classroom stories that reflect their experiences, values, and local contexts.

Quick Case Writing with Gen-AI

The workshop adopted a method called *Quick Case Writing with GenAI*, which encouraged participants to transform their ideas into short, teachable drafts. The approach involved identifying the main topic or theory, selecting the case type, defining the key characters or organisations, and then generating a draft using GenAI. This method made the writing process more approachable and time efficient.

Participants realised that GenAI could help them create a logical flow that resembled a real teaching case, complete with context, tension, and decision points. They learnt that the case-writing process does not need to begin with lengthy research or extensive data collection. Instead, it can start with a lived experience, shaped into a story that stimulates classroom dialogue. By focusing on structure rather than perfection, educators found it easier to move forward and refine their drafts later.

Step 1: Building the Case Structure

Throughout the workshop participants were informed that every successful case study includes three essential parts, the first being the opening (or introductory) paragraph, followed by the actual body of the case and then the final closing (concluding) paragraph. The opening is meant to immediately capture the reader's attention and provide a sense of place or setting. The body of the case will be where you will find the necessary information and historical context of the organisation and/or issue at hand. Finally, the closing (or concluding) paragraph is where you bring the entire story to a decision point and leave the students with the "what next?" question as an invitation to classroom discussion.

The participants utilised this basic three-part format to assist them with developing GenAI prompts. By asking GenAI to develop a draft using the format of an introductory paragraph, background information, issues, and a concluding paragraph, the participants found that the resulting draft flowed much better than drafts created without the use of this format.

One example of a participant who used this technique was a participant working on a case study about a student co-op experiencing pressure to maintain financial stability while maintaining the

needs of its students. This participant was able to create a three-paragraph draft from GenAI that provided a description of the co-op's original intent when formed, the pressures that were placed upon the co-op, and ultimately the challenges faced by the protagonist in determining if she would allow the co-op to continue to prioritise the need to make a profit over the social mission of the co-op. This experience demonstrated the ability for even a very short and structured case study to have significant educational value as long as the case study was developed from a genuine situation.

Step 2: Brainstorm and Draft Your Case Idea

Each of the teaching cases originated as an authentic event, rather than a famous business or global issue. Most often, these are relatively small but highly significant events which illustrate human decision-making, ethical dilemmas, and managerial problems.

During the workshop, we asked participants to select a subject or theory that they wanted students to be involved with and find a way to connect it to a real situation they had experienced. Once they identified a subject, they determined what type of story they wanted to tell (a success story, a challenge, a problem-based case, or an unfinished case with an open dilemma).

Once a subject was selected, participants were instructed to write a 'rough' draft using GenAI's assistance. Participants started by writing a brief summary of the main situation (1 or 2 sentences) and then used GenAI to develop the concept into a short, structured narrative for a draft. At no time was it our intention to have participants write a polished, finished case at this point; rather, we wanted to guide them through developing a storyboard draft that would allow us to capture the core of the issue.

It is essential to instruct GenAI on the role, intent, and target audience of the draft prior to creating the draft. A clear, structured opening prompt will provide GenAI with sufficient information to understand tone, style and expected outcomes for the draft. This single, though powerful, action allows the AI to produce more coherent and contextually related drafts.

A sample starting instruction used in advanced case-writing workshops is as follows:

Prompt Example:

"*You are an expert writer of teaching cases. Your cases have been published in prestigious case outlets such as Harvard Business Publishing, Ivey Publishing, The Case Centre, and Emerald Emerging Markets Case Studies. I need your help in writing this case in the language and format suitable for submission to [insert target outlet name]. Write like a human author. Avoid jargon and long sentences. Focus on clarity, flow, and engagement. Each response should represent a new and independent case context.*"

After this initial role definition, the educator can then add a specific prompt related to the case content, such as:

Prompt Example:

"I am drafting a teaching case storyboard for university students on the topic of [insert topic]. Please create a short, structured narrative including the introduction, background, issue, and conclusion."

The dual prompt format, which includes a context setting prior to a story, will assist the educator in developing clear expectations for the Gen AI and assist in reducing the amount of generic, repetitive answers provided by the Gen AI. The dual prompt format mimics how experienced writers develop their context setting prior to their story-telling, thus creating better, more coherent, and more publishable case drafts. Participants could quickly develop a case framework within several minutes that was both realistic and coherent. In addition, this method will help the participants overcome the fear of the blank page and create an immediate transition from idea to draft.

Step 3: Matching Theory with the Context, Dilemma, and Its Alternatives

After the creation of the first draft of a case study, GenAI will be able to aid educators as they develop possible theoretical frameworks that fit the specific case study (i.e. the case circumstance). As an example, the educator may ask GenAI for examples of theoretical frameworks related to either management or leadership that would help to explain the choices/actions of the protagonist of the case study or the organisation-related behaviours exhibited within the case study. This will allow the educator to formulate a well-structured and formatted question (or prompt) so that it is also educationally relevant and tied to the correct theoretical framework(s).

Prompt Example:

"*Suggest two or three management or leadership theories that best explain the decision dilemma described in my case draft. For each theory, provide one or two recent scholarly references (Scopus or Google Scholar) that I can verify manually.*"

This is an important function for teachers to make connections between their practice and theory, a very important element of all educational cases. Nevertheless, human evaluation remains vital. The authors will have to validate each theory reference by reading the original documents and ensuring the references are accurate and relevant to context. Educators would view GenAI as a research assistant that could identify potential theoretical models, and they would use their professional judgement to confirm or integrate these theories.

The educator is able to transform the story into an educational tool by connecting the dilemma

presented in the case along with the alternative solutions to the appropriate theoretical framework(s). In this way students may be able to not only understand what occurred but also why it occurred and link theoretical concepts to practical decision-making.

Step 4: Peer Review and Feedback

Participants also engaged in a peer sharing session after utilising GenAI to produce an initial version of their storyboards. Participants paired up and exchanged storyboards that had been produced using GenAI and gave one another feedback about the clarity and realism of the storyboards they reviewed.

The purpose of the peer sharing session was to assess whether the narrative was realistic, clear, and effective enough to serve as a teaching tool for their students. Peer interaction is a central component of learning in education. As such, peer interaction enabled participants to see how participants utilised GenAI in different ways, to see why some versions of the storyboards were more appealing or interesting than others, and to understand that the use of GenAI is often necessary to refine ideas.

Collaboration between educators enables the production of cases that reflect the reality of classrooms, as well as student perceptions. Additionally, the use of peer review significantly enhanced the establishment of accountability and ethical standards related to GenAI. The peer review process allowed participants to differentiate when GenAI generated the text from when they themselves added the value of their professional judgement; thus reducing reliance on GenAI's automated output. As a result of this process, participants were afforded the opportunity to engage in reflective practice as co-authors (i.e., refining tone, incorporating local context, verifying the authenticity of information).

Ultimately, the feedback received from peers provided participants with the opportunity to not only improve their draft but also to develop a better understanding of how to ethically integrate GenAI into their academic and professional writing practices.

Step 5: Creating a Practice Teaching Note

Following completion of the case development process, participants were able to learn how to create a one-page practice teaching note utilising GenAI. The purpose of this activity was not to write for publication but rather to make the case useful as an educational tool. Participants entered into GenAI their case name/title, a synopsis (about 2-5 sentences) of the case, the learning objectives they wanted students to take away from working on this case, who the intended audience is (for example, first-year MBA students or second-year MBAs), a brief outline of a potential teaching plan, and a few potential questions to ask class members for discussion purposes.

Prompt Example:

"*Use my draft case about [insert topic] to create a one-page practice teaching note. Include a short synopsis, two to three learning objectives, the target audience, a short teaching plan, and two discussion questions with suggested answers.*"

The teaching note helped the students see how this case would be taught in the classroom; it provided the students with an understanding of the timing of the case, the sequence of the case, and how the discussion may flow. The students also learnt that a teaching note is not to be used as an academic paper. A teaching note should serve as a teaching tool or a guide to facilitate learning through class discussion rather than to present theoretical findings.

Mapping Objectives, Theory, and Learning Outcomes

To strengthen the pedagogical value of the teaching note, participants were encouraged to ask GenAI to generate a mapping table that connects the key components of the case. This approach ensures that the discussion questions, linked theories, and learning objectives are coherent and aligned with Bloom's Taxonomy.

Prompt Example:

"*Based on my teaching case, create a table linking the theory, teaching objectives, discussion questions, expected learning outcomes, and Bloom's Taxonomy level.*"

This structured mapping process enables educators to connect theory, pedagogy, and practice seamlessly. It also provides a transparent framework for assessing how students achieve the intended learning outcomes during classroom discussions.

Using GenAI to Draft Summarized Answers

In addition to helping to organise student responses, GenAI can be used to provide brief summaries of class assignments or discussion questions. By providing educators with clear and direct ways to focus their teaching on the most important aspects of each question, GenAI-generated responses are intended to serve as nothing more than an initial source of information.

Therefore, it is the responsibility of the educator to interpret, add context to, and then paraphrase the GenAI responses so they match the tone, quality, and quantity of information that is appropriate to the level of knowledge of his/her students. This ensures that GenAI will always be a supporting tool for the educator's role in translating a written case into a meaningful educational experience.

Step 6: Refining and Humanizing the Case

Although GenAI generated well-written outlines, there was still an element of human involvement necessary in each case. The participants were reminded that GenAI is merely the starting

Table 1: Example Table

Teaching Objective	**Linked Theory or Concept**	**Discussion Question**	**Expected Learning Outcome**	**Bloom's Level**
Understand the trade-off between social and financial goals	Stakeholder Theory	What should the student cooperative prioritize—profit or welfare?	Identify and explain competing stakeholder interests	Understanding
Evaluate decision-making under pressure	Ethical Decision-Making Model	How can leaders balance ethics and sustainability in resource allocation?	Analyze alternative courses of action and justify ethical reasoning	Analyzing
Develop actionable strategies for improvement	Strategic Thinking	What steps can be taken to sustain both financial and social goals?	Propose realistic and context-specific solutions	Creating

point; however, it is up to the writer to determine whether the information presented is accurate, authentic within context, and ethically correct. At this point in the process, editing the outline to make it realistic and culturally relevant and to reflect the writer's emotional perspective on the topic, as well as to remove or edit superfluous information that GenAI may have provided (e.g., generic details) and to replace those with locally relevant details, helped create the feeling that the cases felt personalised, rooted, and tied to the writing participants' specific educational settings.

The message was clear: GenAI can assist with structure and speed, but authenticity comes only from human experience and reflection.

Reflection and Confidence Building

The participants were assessed at the close of the workshop utilising a "Knowledge Scale" with respect to how confident they were in their ability to write a case study; the scale ranged from 1 (had never written a case study prior to this) to 10 (ready to publish one tomorrow). Their self-assessment results reflected an increased confidence level. Many of them had moved up multiple points from their initial assessment to their final assessment. In addition, participants understood that the most important function of case studies is to facilitate teaching/learning

through the use of realistic, applicable cases based on one's own environment. The publication of case studies can be pursued by some; however, the focus of the workshop and this overall approach is to provide educators with the tools to create and utilise their own case studies in their classes in order to create more relevant and engaging learning opportunities for their students.

Participants also gained a greater sense of responsibility and ethics regarding the utilisation of GenAI during the reflective process of the workshop. Participants realised that GenAI should be treated as a creative partner that provides support for structure, speed and generating ideas; however, participants maintained ownership of their voice, context, and values.

Conclusion

GenAI as a Partner

Writing about cases does not have to intimidate or limit new (or even experienced) researchers. Because of GenAI, any teacher will be able to use their day-to-day experience to develop educational cases that are capable of making a big impact. GenAI will assist you in developing confidence to write, reduce the amount of time spent creating cases, and provide a framework to organise your ideas which previously lacked clarity. Although the development of an artistic element in case writing remains with the teacher who has an understanding of the subject matter, the culture, and the students.

GenAI represents a paradigm shift from using other people's materials to create your own. GenAI gives teachers the ability to develop their own cases based on their own reality, to develop meaningful discussions, and to develop critical thinking skills in their students. The end result is not to increase the number of publications in your professional portfolio but to develop better teaching through stories about local issues that bring theories to life.

In essence, GenAI does much more than make writing faster – it makes it accessible to everyone. GenAI enables all teachers, regardless of how long they have been teaching, to realise that they are not just teachers but also storytellers and case developers. Next time you come across a difficult issue or decision-making process at work, do not allow it to go unrecorded. Document it, describe it, and ask GenAI to help you develop it into a case. What starts out as a simple reflective process may eventually develop into a case that changes your classroom and creates a stronger relationship between the student's real-world experiences and what they learn academically.

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Author's Note:

This article draws on insights and practices developed during the British Academy Writing Workshop on 5th September 2025 conducted by Assoc. Prof. Dr. Narentheren Kaliappen and Dr. Noor Amalina Mat Yusof. The workshop aimed to help educators and practitioners learn how to use Generative AI as a supportive partner in writing and teaching their own cases, focusing on classroom application and pedagogical improvement rather than publication. **About Authors**

Dr. Narentheren Kaliappen is an Associate Professor at the School of International Studies, UUM. He holds a BBA, MBA and PhD and currently serves as Director of the Management and Leadership Case Study Centre and Vice-Chair of DEI at AIB. His interests include strategy, collaboration, sustainability, tourism and case-based learning.

Dr. Noor Amalina Mat Yusof is a Senior Lecturer at School of Tourism, Hospitality and Event Management (STHEM), Universiti Utara Malaysia. With expertise in hospitality and Halal management, she holds degrees from UUM, Auckland University of Technology, and IIUM. She currently serves as Deputy Director of the Management and Leadership Case Study Centre.

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