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Kerryn Krige is Chief Technical Adviser with the International Labour Organization and working with the Economic Development Department, to develop a policy for the social economy in South Africa.

She led the Network for Social Entrepreneurs at the Gordon Institute of Business Science from 2012 - 2017 and is deeply immersed in the field of social entrepreneurship and how it can be realised in South Africa. She chaired the programme advisory committee of the IDC's social enterprise fund, and led the first mapping study of social enterprises in South Africa. Kerryn is co-author of *The Disruptors - social entrepreneurs reinventing business and society*.

Kerryn was appointed an Associate Editor for Emerald Emerging Markets Case Collection in 2018, and is on the editorial committee of the journal *Social Business*. She also sits on the board of the MMI Foundation.

She is registered in a joint PhD in social entrepreneurship with KU Leuven and the University of Pretoria. She has received numerous fellowships and helped secure a VLIR-UOS grant to develop the social enterprise teaching and research agenda in Southern Africa.



Kerryn Krige- Associate Editor for EMCS Q&A

1. What is your background in cases? How did you come to work on EMCS?

I was very lucky to be mentored in case writing by Prof Margie Sutherland, who together with Dr Michael Goldman had written guidelines for Emerald on how to write cases. I studied journalism, and I loved the story-telling element of writing cases, together with the constant thought I had to put into the teaching notes. As a new university staffer who was starting to teach, this was an incredible learning - to think through what you wanted students to discover, and how they should discover it.

I remember having a coffee with Dr Goldman on a visit to South Africa, and he said, in his cheerful, unflappable way, "Why don't you Guest Edit a collection on teaching cases on social entrepreneurship in Africa?" I agreed, not having a clue what I was supposed to do, but the Emerald Team patiently helped me figure out the process, from call to concept, to the rigour of the peer review process. And from there I was seriously hooked. I love the discipline that goes into writing cases, the bringing to life of meaningful parts of a persons journey so that there are lessons. The crafting of the teaching note, so those lessons can be brought to life. In October 2017, I was lucky to be awarded a Paul R Lawrence Scholarship to attend the NACRA conference in America, and that really opened my eyes to the world of case writing.

2. What does the journal do well?

What I love about the journal is its variety and scope. We get submissions from all over the world, and each case is an insight into the reality of others. And then you send the case for peer review to practitioners and academics for peer review to practitioners and academics, who themselves have different cultural, geographic, experience and learning reference points. This geographically free process of writing and publishing cases, is a pure form of learning and connecting, and I love how people give of their experience and thoughts.

I also see many cases from new writers, trying their hand at case writing. There is an incredible spirit of support and sharing that underpins EEMCS, and you see this in how feedback is given and received.

3. Why are case studies from emerging markets important?

Emerging markets challenge our view that the western world epitomises normal. It is in emerging market contexts that the realities and complexities of decision making are laid bare. These are multi-dimensional environments, and it is in these contexts that rich learning happens.

I also believe that our case studies normalise emerging markets, and act as a bridge to our institutionalised, hierarchical views of developed, developing and fragile countries. It is in the cases from Africa, South America, parts of Europe and Asia that we see that these worlds are not so different, if at all, to the realities we face in our home countries.

4. What makes a good case study for the journal?

A great case has at its heart a protagonist who has a strong character. I am a fan of cases where the authors have interviewed their central character, because it comes through in the writing. This character faces a dilemma that seems impossible to solve, taking the student on a journey of decision making and understanding. If you can get these two elements right – a character with colour and dimension, who is struggling with a critical issue – the rest is easy. Including the structure of the teaching note.

5. How should you approach writing one?

- If you're not a great writer, work in partnership with someone who is. Case writing is a team effort.
- Identify a great story and make sure up front that the person knows the publication process. I've heard people get to acceptance stage and when they then ask permission from their central character, it is refused. That's very hard.
- Have an idea of the theory you would like to apply to the case. Writing the case and the teaching note tend to happen alongside each other and you'll need to have your foundation agreed. Is this case on leadership? Decision making? Social entrepreneurship?
- Also be flexible. The case writes itself which means that the theories that you are expert in, may not be the ones that apply. Cases are then a great way to take a learning step sideways, into new theoretical worlds and dimensions. Use cases as a learning experience for yourself.
- The writing process takes time, but also remember the publication process is slow. You may be in several rounds of peer review before your case is accepted. Or your case may be rejected. Approach each submission as a learning experience – an opportunity to get feedback that you can use to strengthen your writing and teaching skills.
- Be proud of what you are doing. Writing teaching cases takes a combination of skills that we seldom are all expert at: storytelling, application of theory, pedagogy. But the final result is a powerful instrument, that enhances our global learning.

6. What are you looking for when reviewing a case study for EMCS?

I am becoming stricter about the importance of interviewing your protagonist, your central character. It doesn't mean you can't pull a case together from secondary data, but you really see what a difference it makes when the author has met, interviewed and got into the mind of the person they are writing about. My advice is to interview. And interview again, as it is often in the second telling that nuances are revealed.

7. What are you trying to achieve with a good case? How do they help to solve the problems of the future?

Behind a good case is its teaching note, which allows a lecturer anywhere in the world to share your story and deliver its lessons easily and well. This requires a range of skills from being able to articulate what the key lessons are, the theories that underpin them and importantly, how a lecturer (who you are unlikely to ever meet) can teach your case in an interactive and engaging way so that students leave with different and / or new views. I often think the goal of a teaching case is that excited chatter at the end of a class, as students continue the conversation that the lecturer has started.

**A good case is about great learning, through great storytelling and teaching.
It's a powerful combination.**