

Case Study Method as an Educational Model: Implications for Explaining Martyr Soleimani's School

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ABSTRACT

Problem-based teaching methodology, more specifically called case study methodology, is an effective method in problem-orientation, rational and motivational learning. Reviewing documents and experiences, this analytical-descriptive research, aims at proposing a new and practical version of this method and its implications for explaining Martyr Soleimani's School. Thus, while going over the concept, objectives, origins, and advantages of the case study, the researcher has introduced the types of case studies in terms of how they are formulated (short or long, real or unreal, single-stage or multi-stage, static or dynamic, written or spoken, explanatory or inquisitive), the method of implementation (inside or outside the field, individual or collective, single or multi-session, group or team, with or without accessibility, closed or open ended), and the role of instructors and teachers (descriptors, explainers, facilitators, or active actors). The researcher continued with explaining four other considerations in preliminary stage (documentary or imaginative, inductive or deductive approach, individual or situational orientation, deep or wide perspective). Moreover, nine operational steps are identified for the case study implementation stage along with some points regarding the evaluation phase. To end, if we are going to know and introduce Martyr Soleimani as a school, we are supposed to pay more attention to him and other similar commanders in the university curriculum in a new and different way. A simple way to achieve this goal is to benefit from case study model of education which cannot be achieved unless when people close to Martyr Soleimani come together and synergize their efforts by inviting scholars of management and literary intellectuals to propose an attractive, effective and real case study.

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3. Introduction

Learning costs can be reduced by transmitting experience from one generation to the next. Of course, experience is sometimes personal, limited and unimportant, and sometimes becomes general and costly, taking important aspects. In the meantime, some personal experiences become so significant that can be taught to others as comprehensive teachings, messages, or examples. Personal and seemingly small experiences such as special situations, unique characteristics of a person or a case, the repeatability of similar events, specialty of a course of action, achievement of special and impressive results, etc. can be turned into great lessons. Haj Ghasem Soleimani and his long experience in jihad and struggle in various fields, which according to the Supreme Leader has developed him to a school (Friday prayer sermons by the Supreme Leader, January 17, 2017) stands out as a noticeable example, rather the best example, some of whose significant features are unknown yet, which are supposed to be clarified and employed. However, the fact is that we miss many such essential lessons due to deficient concentration on the subject, or weakness in documentation and the methodological incapability in turning them into teaching material, as well as restricting ourselves to conventional research methods. In this way, our education has practically been restricted to general, repetitive, non-practical, unrealistic and unchallenging issues. This research is intended to investigate the case in terms of teaching methodology in classrooms, rather than in terms of qualitative research method for writing long articles and conducting researches. Hence, the argument of this research is not on research methodology classes; rather, it covers the community of professors and writers who are able to employ case study teaching methods including architecture, ethics, politics, law, commanding and management. Although this method has been considered as a research method so far, few works have addressed it as a teaching method. It is worth mentioning that in the works

of the second category, the focus has mainly covered analysis and evaluation of cases, not how to write it comprehensively. This is the topic that will be considered in this research. This research is intended to discuss the fundamental points of case study, its types and the rational and effective way of writing methods of case study. The main research question entails what, why and how case studies can be applied to as a teaching method.

21. What is case study

Case study is a multidimensional type of analysis in which the researcher not only considers the statements and views of the agents, but also joins the group of actors and interacts with them (Moghimi, 2007). The two special terms of “case study” and “case research” are often used interchangeably, while they are significantly different (Khaki, 2013: 60). Case study, sometimes referred to as case solving, involves various forms such as case review (Abdoh Tabrizi, 1989), administrative case (Alvani and Zahedi, 2011) and case assessment. Case study is defined in the field of active learning theories, but case research is classified in the field of research methods.

Therefore, case study is a process in which various layers that have taken place (including people, event, group, organization, country, etc.) are explored using a logical method to describe the main and peripheral issues as well as the factors affecting the way they are formed. On the basis of the scientific points derived from the search and the teachings resulting from previous experiences, case studies include the scientific points resulting from previous exploration and researches and try to answer the questions, and propose appropriate solutions (Khaki, 2013: 60).

Table 5. Comparative study of case study and case research (Khaki 2013: 68)

	objectivity	effects	application	need of surveying	the result
Case study	real, imaginary or reconstructed	mental skills development	teaching methods	does not require field operations	can be left incomplete
Case research	completely real	accessibility to repeatable and generalizable teachings	research methods for research	can be surveyed for validation	must be concluded and completed

Case study has been defined variously, some of which are mentioned below:

- Recording of a managerial issue including natural facts, assumptions and prejudices that the executive director confronts in practice on which the executive decisions inevitably rely (Golshan, 2000).
- Case studies can be defined as a snapshot of the reality or a slice of life (Gamrius, 1999).
- Case study is a real situation prepared in detail with adequate accuracy by researchers and contains facts about real situations including actual people and real events occurring in a real organization (Moghimi, 2007).
- In simple terms, case study is a descriptive story of a managerial or organizational situation typically involving an important issue, decision, or a problem from the decision maker's point of view (Denscombe, 2014).
- Case study is the systematic study of an event or a set of related events aiming at describing and explaining a particular phenomenon (Zucker, 2001)

- It is a written narration of an event which has not been made artificially (Pirannezhad, 2018: 4).

In educational sense, case study can be sought under topics such as case-based learning, case-based teaching, and case-method teaching in world literature (N'aimi, Alizadeh and Shariati, 2016). Case-based learning (CBL) is an educational approach in which the method, problem and field of learning are made clear by the learner during the learning process. This approach originates from cases where different approaches offer a variety of problem-solving solutions. This type of learning methods is used for selection, prioritization in decision making and combining various disciplines. In a way, it is the best way to benefit from and combine multidisciplinary scientific approaches. Until the early 1990s, this approach was often interchangeable with case-based reasoning, in which the reasoning is based on recalling previous experiences. However, it is regarded as an approach of problem-based learning (PBL) (Rosenstand, 2012).

Case study as a specific pattern for teaching contents, differs from textbooks in their general sense (Ellet, 2018: 14). Thomas and *et al.* (2001)

have pointed out some issues regarding the advantages and priorities of case study:

- Education through case study increases the capability of information classification so that it can be used in practical cases.
- It brings about such an experience that students would never achieve otherwise.
- It enhances the learners’ insight in practical survey reasoning.
- It promotes students' self-confidence.

Thus, case study can be defined as a model of induction-based, problem-oriented and reasoning-oriented approach of designing, writing and teaching in which the learner solves problems on the basis of personal and collective experiences, under the supervision of the instructors.

Table 6. Differences between textbooks and case study contents (Ellet, 2018: 14)

textbooks	case study contexts
Principles and results are proposed.	Only information is provided without principles and results.
The meaning and significance of the concepts are explained.	Readers are asked to construct the meaning of the item.
The content is organized in a reasonable order.	The pattern of “organized disorder” is employed.

22. The origin of the case study

Seemingly, reference to real anecdotes and stories for communicating materials to the learners is as deep-rooted as human history. In the heavenly scriptures, too, many instructive materials are conveyed in the form of stories and tales. Even one of the names of the Holy Quran is Ghasas, meaning real stories, which contains a surah with

the same title. Moreover, in different places in the Holy Quran, instructive short stories of the prophets and the nations of the past are mentioned relating to the subject being discussed. For example, the instructive story of the creation of Adam, the murder of Abel, the story of Prophet Noah, the story of the son of Prophet Noah, etc., as well as stories relating to the era of Last Prophet in Mecca and Medina (Encyclopedia of Quranic Sciences, 2015: 3808).

In this sense, on his return from the battle of Seffain, Imam Ali (PBUH) wrote a letter to Imam Hassan Mojtaba (PBUH) in which he explicitly emphasized the importance of paying attention to the issues and cases, and considered it beneficial and a means of reducing harassment. In his letter, Imam Ali said: “Bring reasons for what has not happened yet from what has happened, and forecast the events not have taken place yet. The events of the world are like one another, so do not be like those who take no benefit from the advice unless by suffering, because wise men must receive advice through education and thought, and it is the beasts that do not obey except by being beaten.” (Nahj al-Balaghah, letter 31).

Consequently, in the history of Islamic civilization and especially in Persian language and literature, writing short and instructive anecdotes is a current tradition which has reached the top point in Gulistan of S’adi, and has achieved perfection in literary works such as “Andarznameh, “Seir al-Mulook” and “Nasihatnameh”.

In the West, especially in America, Christopher Langdell applied case study to teaching law at Harvard Law School in 1880. Moreover, since 1934, this method was also used in hospitals to record the history of present illness (HPI) patients (Khaki, 2013: 60). Subsequently, this approach was considered in teaching management in the schools of management and business, so that Harvard School of Management based the postgraduate education system on case study method.

23. The objectives of case study

As a method of instruction, teaching and improving the power of analysis and decision-making of the addressees, case study per se cannot create their intellectual system and certainly can act as a complement to theoretical and skill training. If one tries to teach everything through case study, theoretical and great ideas cannot be communicated to the addressees in a coherent way; Hence, case study can be effective and fruitful accompanied by abstract and impractical training, and these two types of teaching logics should be considered as an integrated whole. All in all, as the students receive knowledge through real or nearly-real stories and investigate new solutions, they gain deeper understanding of the subject and forget it later.

Case study concentrates on developing three skills:

1. Designing and defining problems
2. Formulating solutions
3. Evaluating solutions and decision making

These skills result in achieving two specific goals (for instance, identifying the behavioral problems of diabetic patients, or manpower conflict in night shift employees) and general goals (regardless of a specific case). The general goals that can be achieved through case study teaching are as follows:

1. Increasing the ability to analyze problems in specific scientific fields and disciplines
2. Increasing the skill of applying technical tools in specific field of knowledge (e.g., management tools)
3. Developing creative and critical thinking for problem solving
4. Develop the skills for simulating real decision-making situations

5. Promoting the scientific and theoretical capabilities of the case study dealers
6. Promoting effective communication skills for making group research
7. Improving self-assessment skills (Khaki, 2013: 61-65)

24. The history of formulating and writing case studies

Case designing and case writing have been already considered as styles of scientific writing in various disciplines such as medicine and law (Rison, 2013). The researcher, however, intends to apply the same method in management related to his own field of specialty.

The point is that most global management standard textbooks include one or more case studies at the end of each chapter to help students better understand the material (e.g., Schermerhorn and Bachrach, 2016). Moreover, in addition to this style of writing, some books also pay attention to the subject of research independently, some of which are published in Persian and will be introduced in the continuation of this section.

One of the first works published in Persian in the contemporary era is “Cases in the Financial Management” by Hussein Abdoh Tabrizi (1979). As a graduate of the Center for Management Studies in Iran, affiliated with Harvard University, Tabrizi wrote a remarkable book on the significance of this method of teaching and learning. In a special article, he clarified the position of this method and the need to pay attention to it in the country's educational system (Abdoh Tabrizi, 1989).

Alvani and Zahedi (2011) proposed fourteen case studies in a book entitled “Special Issues in Public Administration”, first published in 1993. In the first chapter of the book, the author defined case and case writing. In the second chapter of the book, he has presented fourteen organizational cases. The cases are structured in a way that the general goals and behavioral goals of each case

are listed, and then the relevant story comes. One of the characteristics of this book is that it involves a brief analysis of each case, and a four-option self-test follows each case

The third significant work relating to this field is named “Case Study and Case Writing in Management” by Khaki, which was published in 1994 and were copied in other works of the author with modifications and additions. Ghulam Reza Khaki is the most creative and concerned writer in this field. He has published at least four fundamental works in the field of case study and case writing in management through which he has considered laboratory case studies for organizational experience as well as an investigation of Iranian public administration issues. He tried to optimize this course in his book titled: “An Assessment of Iranian Management Issues” (2016). In his most recent book, organized in two sections, Khaki has devoted more than one hundred pages to the theoretical concepts about case study in the first section. In the second part, he has presented thirty cases. The cases are arranged in a good storytelling format covering from one or two pages to several pages. The cases in the second section are followed by questions arranged in the same form for all cases.

Goodarzi wrote a book on case study in industrial management for the first time in 2006 (Goodarzi, 2016). He arranged his book in nine chapters. In the first chapter, he proposed general points about case study. In other chapters, he presented cases relating to the fields of management knowledge such as production and operations, organizational culture, organizational behavior, marketing, financial management, etc., which contain 70 short and long cases (from one page to several pages). The construction of each case contains a description of the subject followed by questions about the case. One of the features of this book relates to the content of final chapter, where a brief section is devoted to the practice of case study writing, which, if developed, could distinguish this book from other written works.

Briefly reviewing the subject of the case study and its advantages and disadvantages in the introduction of the book, Pirannezhad (2017) has presented more than fifty stories in the form of cases in a book titled “Case Studies of Organizational Behavior Management”. The structure of the cases is formulated in a way that the key points of the cases are presented first, and then the case story is presented in the form of real stories (albeit by changing the names of individuals and companies). Following, there are some questions for discussion and exchange of views. The outstanding feature of the book involves presentation of a subjective list of key points at the beginning of the book, in which the cases related to the sub-topics of organizational behavior are introduced throughout the book.

Alavi (2018) has presented 20 narrations of the experiences of Iranian organizations following Gary Yukl’s (2009) “Leadership in the Organization” in a book entitled “Analytical Organizational Behavior”. According to the author, the materials of the case studies are taken from the author’s experience in carrying out consulting projects, researches, training courses, and interviews and consultations in Iranian organizations. The cases are relatively short and medium (almost 600 to 1200 words) and includes headings, key topics, questions, the key to questions, and suggestions for further reading. In writing cases, he has tried to ascend from basic and simple topics, mainly at the level of individual analysis, to more complex ones at group and organizational levels. A distinctive feature of this work involves the point that the case studies contain some accurate information in the field of human relations which help the audience consider more complex aspects of organizational behavior in solving the cases.

25. Types of case studies

In a general classification, Ellet (2018) has classified cases and stories into three categories in terms of general intentions: decision scenario cases, evaluation scenario cases, and problem diagnosis scenario cases. Based on the author’s

experience as well as by studying the published documents and a wide range of written cases, a more detailed classification of the types of case studies can be provided, in which the cases can be identified in terms of how they are designed, how they are performed, and the role of instructors and professors with no regard to the discipline wherein the cases have taken place.

26. How to write cases

In terms of how cases are written, they can be divided into short or long, real or fabricated, one-stage or multi-stage, static or dynamic, descriptive or interrogative, textual or oral.

Short or long case studies: A short case covers one to several pages and can usually be read in a short period of time of 5 minutes at most. However, long cases, sometimes called case writing or experiment writing, are in the form of a book or booklet and can cover several hundred pages. Books such as *“The Soft Soils of the Kooshk”*, *“Along with Thunderbolt”*, *“The Front Line”*, and *“Da’a”* are good examples of local works. In the international context, books such as *“Becoming”* of Michelle Obama, Steve Jobs, Alex Ferguson, etc. can be added to list of long case writings. The collection of *“Once Upon A Time, Ghasem Soleimani”* (2016), which is remarkable and instructive work, is another work regarding Martyr Soleimani.

Real or unreal case writing. Case writing can be completely real, completely fictitious (the product of the author's imagination), or something in between. The factuality of the case under consideration helps the readers better understand the case and accept it and realize the effects and consequences of the decisions made during the story in the case study. In real cases, consideration of confidentiality of information and people and the preservation of dignity and moral issues are very important and should never be neglected. Some case writers have taken the middle ground in a way that they change the names of places and people, but the main subject being studied is real (Goodarzi, 2016). In the fictitious cases, everything is up to the authors.

They can expand the subject as much as they like on the basis of their imagination and mentality, or they can shorten the case partially or entirely (Schermerhorn and Bachrach, 2016).

One-stage or multi-stage cases: Many cases consist of a single story followed by several questions. These cases are one-stage event (Pirannezhad, 2018; Goodarzi, 2016; Alvani and Zahedi, 2011). In the meantime, cases can be written in several stages; That is, a story, then pause, reflection and asking questions up to that certain point, and then continuing the story, pause again at that point, reflect and raising more questions on the discussion. This type of multi-stage model can better reflect the consequences of a decision and the outcomes of each decision, and gives readers the opportunity to think about an issue in a chain.

Static or dynamic case writing. Most cases are formulated in a static form. It means that the content is written statically in full before the training course begins, and no reaction to the participants' responses are thought about in the content. In the case of multi-stage analysis, however, the new stage can be rewritten with a constructive approach based on the reactions proposed in the previous stage. This method makes the work more attractive, but it takes more time, causes additional charges and requires constant attendance of the designing team to write the following sections according to the answers provided. This type of case writing was conducted for the first time in the Industrial Studies Office of Imam Sadegh University by Razini and Nouroozi under the title of *“Be the Manager”* in 2018-2020, which came about with remarkable results (Nouroozi, 2020).

Descriptive or inquisitive case study. Sometimes, case studies are simply aimed at presenting and describing a case through a short or long story. In this type of writing, either there is no challenge, or, if any, it comes to an end in the same story. In the case of inquisitive inquiry, however, an attempt is made to create challenges by reading through the story and arrival of the

readers at crossroads, ultimately, they have to answer the questions on the basis of the events of the story. Most of the case studies obtainable in related books are inquisitive (Khaki, 2016; Goodarzi, 2016; Pirannejad, 2018). In the meantime, *'Forty Tactics'* (Ulfatpoor, 2010) is a significant work in descriptive writing in the field of governance challenges in the years after the Islamic revolution.

Written or spoken case study. Publication of written case studies saves time and allows later references to the text. Furthermore, it increases reading skills and readers' accuracy. On the other hand, sometimes the instructor decides to define case study. This method is suggested especially for children, or where the addressees are so extensive that reproduction cost high, or where there is a concern about the circulation of the story due to its classification. Moreover, a combination of text, speech, videos, and photos can be used in the presentation of case studies. This method requires careful design in the writing and editing stage.

Implementation method

Case study can be classified differently in terms of implementation methods. These include inside or outside the field, individual or grouping, one session or more, group or team structure, with or without additional access, closed-ended or open-ended questions.

Inside or outside the field case studies. Although the recognition sensing the differences are sometimes difficult and costly, it gives the participant the opportunity to touch the subject with material senses. While in case studies in places such as the classroom, the variables are accessible for the instructor and implementation costs are much lower. However, field case studies leave more memories, and are more tangible for the participant.

Individual or group case study. Case studies can be implemented individually or in groups. In individual studies, the participants' capacities can be realized, and can even be applied to their

evaluation and selection in new careers. However, in group exploration, persuasion and teamwork skills are strengthened, and management and leadership skills are developed in some way. Groups are usually formed by three to five people.

Single-session or multi-session case studies. While in most cases, conducting a case study is completed in one session, due to the scope and significance of some subjects, and the need for further study and discussion, sometimes they are set in several sessions. In multi-session case studies, individuals and groups have the opportunity to gather more information.

Group or team structure. Many actual problems and issues cannot be resolved through the knowledge and experience held in a single discipline; rather, it requires the attendance of people with capabilities and knowledge from various fields. In this case, instead of forming a homogeneous group of one discipline, a team is formed. This group contains the required specialties on the basis of the type of problem. In this way, the ground can be better prepared for interdisciplinary and multidisciplinary studies.

With or without access case studies. Some case studies limit the access of individuals and groups to the data in the context to carry out the case study; while sometimes, individuals and groups are permitted to use other sources (books, articles, reports and even informed people ...) at their request.

Closed-ended or open-ended case studies. The instructors can conduct completely closed-ended case studies. That is, they determine a best solution and try to get participants to find the best solution to achieve that end. While it is possible to presume no desired answer and allow the researchers to investigate different solutions based on their views and capacities. In this way, it is always possible for new people to have a different and even more appropriate response than the people who have presented the idea. Of course, participants are generally interested in receiving a certain solution as the best answer and

evaluating and ranking accordingly. However, the point is that the same method can be left open so that the investigators' minds would not be already preoccupied with the problem considering it as a solved one.

27. The role of the instructors and the professors

Instructors and professors can play different roles in case studies. This role extends through a spectrum from minimum to maximum intervention. Sometimes, instructors only describe the case, but occasionally they appear as explicators and respond to most of the questions of the groups and individuals not mentioned in the text of the case. However, the instructors sometimes play the role of a facilitator and guide. By asking the members of the group some questions, they involve them in the complex dimensions of the subject and introduce more resources to them to read and then make decisions. In the case of the most interventions, the instructors become a member of the group and tries to take an active role as an actor in the assessment and responding to case studies.

Table 7. Case study typology

how to design	how to carry out	the role of instructors and professors
short or long	inside or outside the field	descriptor
real or unreal	individual or group	explainer
single-stage or multi-stage	single-session or multi-session	facilitator
static or dynamic	group or team working	active member
written or spoken	with or without accession	
descriptive or inquisitive	closed-ended or open-ended	

28. Important considerations before designing a case study.

As stated in the case study typology, the author has to select a combination of the mentioned dualities to begin writing accordingly. In this way, short, real, one-stage, and static case studies can turn into written (descriptive) case studies in a textual format with no questions and challenges. Or, long, real, multi-stage, static, and textual case studies can be designed without questioning. The question of which design is better, requires further researches; however, it seems that the final choice of the writing style and model depends on factors such as:

1. Course objectives
2. Competence of the author / authors
3. The capability and capacity of the instance and the case (in terms of complexity, importance and availability)
4. Knowledge, skills and abilities of the target addressee
5. Facilities, response field and proper budget

All in all, it seems obvious that case writing is easy but simultaneously difficult, and not everyone is necessarily qualified to do so; however, in real cases such as Martyr Ghasem Soleimani, it is inevitable that the writer contains three perfect competencies, or establishes a group consisting of people to come together with these three abilities.

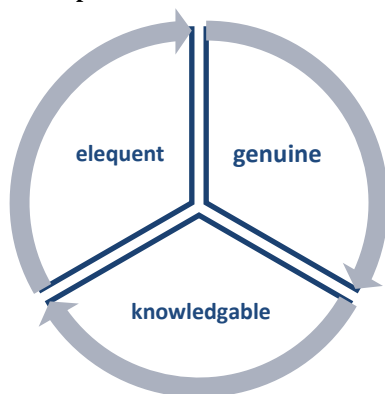
The first qualification is to be close and intimate to the case in order to prevent the subject from getting deviated, because along with the media image of Martyr Soleimani, there is a first-hand, real and genuine image of him. It is necessary to identify such people and benefit from them. Those who have accompanied Haj Ghasem owned such competencies. Those who have worked closely with him and shared life experience are honest and punctual, and have a good memory, do not exaggerate, and narrate everything as they were. Such people can comment on the moments they had with him, and

narrate the cases as they have really occurred. Otherwise, we may come across general, imaginary and unreliable data.

The second competence relates to the knowledge and proficiency of the researcher in the specific case which is being studied. That is, anyone who intends to write about Haj Ghasem is supposed to have enough knowledge and expertise about him and his specific knowledge. Haj Ghasem had experienced attendance in several fields which cannot be viewed from a single scientific perspective such as knowledge of management, politics, international law, command and headquarters, etc. Generally, if the investigators are knowledgeable enough, they will appreciate the value of pure jewels better and can highlight points that may seem insignificant to others as novel scientific achievements, and avoid the replication of topics which seem significant and valuable to ordinary people.

The third qualification necessitates literary knowledge, in the sense that the author of the case writing must have a good command of the language and literature and writing skills in order to present the text in an attractive narrative way with literary eloquence. Case studies contain deep content, and their format should be artistic, full of attraction, having pleasant story and various characters to make distinctive, readable, and effective writing. Hence, case studies are not written; rather, they are designed.

Figure 4. Competencies of the authors of case studies

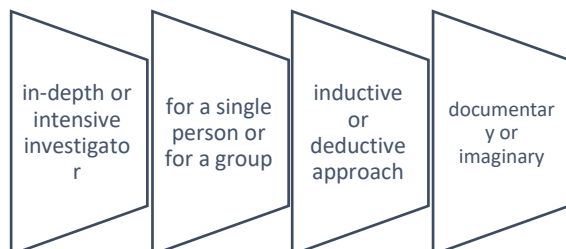


Moreover, it should be determined whether the case is a person, a group, or an organization, or a specific situation, before beginning to write about research. For example, one of the multidimensional and challenging decisions in the management model of General Soleimani can be selected as the case. Normally, in such cases, decisions are influenced by the actual and legal status of the selected person. In such cases, the general goal is for the readers to become familiar with the behavioral character, thinking logic, and management style of the particular person, in order to perform better in the similar situations; however, in situation-oriented case studies, an important and challenging event containing strategic dimensions are concerned which can have lessons as well as lots of experience which are selected as the core of the design. For example, the public relations strategies of the crisis in the Islamic Republic of Iran in the case of the crash of an Ukrainian passenger plane due to the mistake of the IRGC Air Force Defense Force, can be regarded a case in point. In such cases, a series of interrelated events which together make a major event are narrated on the basis of an idea. Designing such cases is intended to collect, preserve, and transfer strategic experiences, knowledge management and teaching.

All in all, what matters in the pre-designing stages regards the question whether we are going to investigate a person or an event in depth or have an extensive view. In the in-depth approach, we collect so much data and evidence about the case or the event and the consequences and extends and delve into the case so deeply so that we become sure the subject has been thoroughly and correctly investigated and the situation has reached information saturation in terms of explaining the dimensions. It is only through this approach, and by designing such cases, that we can get assured to some extent that various aspects of the thought and personality of General Soleimani in that situation have been satisfactorily discovered and explained. While in the extensive strategy, one or more characteristics

of Martyr Soleimani, such as authority and dominance in negotiation, or patience in dealing with forces, and then, several different situations, wherein the commander has demonstrated these characteristics, are explained. This type of case writing helps the readers to better understand the principles and subprinciples of the General’s decision-making logic and to distinguish them from one another.

Furthermore, one can follow an inductive (from examples to general), or a deductive (from general to examples) approach in case writing. For example, in the inductive or subject-oriented approach, one should first study the life story of General Soleimani, and reach the peaks and power of his personality and thinking logic from the information provided in the study. Then, the researcher can try to find their corresponding events in the literature and management knowledge and write about the case. For example, topics such as “international visualization of the Islamic Republic of Iran”, “the national influence and popularity”, “network governance” and “leadership style” can be included in this category. In a deductive or need-based approach, however, considering the acceptability and desirable capacity of modeling a person like General Soleimani, the general problems and needs of students and administrators are recognized first, and then, a case study will be designed to solve the problems according to the policy and life of Martyr Soleimani. For instance, designing case studies on “financial purity and observance of the financial issues and “Bayt al-mal” and “transcendent, constant and firm motivations” of General Soleimani cover the needs of the students and can be taught to them as examples of his managerial behavior.



29. Important points and decisions before designing a case study

In actual cases such as Haj Ghasem, documentation of the story is essentially important. Some people intend to make myths of great and noble characters. This myth-making and distortion of the great people is more harmful rather than useful, and takes them out of reach (Motahhari, 2011: 57-60); Therefore, it is crucial to consider this point about important and influential actual cases such as Haj Ghasem, and make sure that the author's version corresponds to reality with no distortion. The use of genuine and multiple corresponding sources, authenticity and preventing the individual values, and assessment of the findings before the final formulation of the case, ensure the originality and documentation of the output.

30. Case writing stages

Although it is not proper, and one should avoid forcing the case writer to follow a certain logic and formulation for writing the case, some experts have suggested models for handling this issue (Somekh et al., 2017). Generally, the design and development stages of cases can be formulated in the following steps:

1. Familiarity with the world of the selected character or event
 - Reviewing the published sources and documents on the central event or character, especially the memoirs and narrated stories.
 - Interviewing the knowledgeable family members, friends, colleagues and peers to obtain firsthand data
 - Studying the important measures and influences of the person under study or the subsequent consequences of the event
2. Deciding on a case writing strategy
3. Making groups of intimate, literate, or knowledgeable people (in the absence of a combination of competencies in a single person)

4. Identifying the specific discipline corresponding to the case, and reviewing the related literature of the required field

5. Purposeful investigation and selection of the sources, and interviewees, on the basis of the selected topic. This step is intended at selecting, collecting data and initial engineering of the situational map of the subject. At this stage, you are supposed to find people who understand the situation themselves, or have access to the data that clarifies different dimensions of the situation or the case. Of course, this search is a dynamic process, and you may come across other appropriate people for interviews and data collection during the interviews.

6. Designing questions and deciding on the style of the interview. Having selected the interviewees, you should raise a set of questions according to the characteristics and conditions of each interviewee. This step is important as much as the questions are raised by you and you need to investigate the events. Keep in mind that in-depth interviewing is a specific technique and requires knowledge and practice. These types of interviewing are quite dynamic in nature; Therefore, to the extent to which the interviewers are ready, mindful, skillful in interviewing methods, and intelligent, they can obtain better and more data in the interviewing process by:

1. Analyzing data sets, construct events to create the final case situation
2. Case writing
3. Evaluation of the case by experts and making supplementary corrections

The validity of the case varies depending on whether the case is actual or imaginary. In imaginary case studies, attraction and instruction are important (artistic and scientific aspects), while in actual case studies, documentation is more important. Therefore, documentation is very important in Haj Ghasem's case. While observing the principle of confidentiality and considering the security aspects of the issue, one should not be satisfied with a famous narration

and is supposed to consider all types of narrations and select and clarify the most accurate and documented ones regarding Martyr Soleimani. Frequent references to people, as well as reviewing and matching the existing documents and texts, help validate the case study more.

31. How to carry out and evaluate the implementation of case studies

Although the designing and writing of the cases are quite crucial and of course tedious, the way it is carried out affects its effectiveness too. The method of carrying out case studies is selected variously depending on the content and type of the case study. However, typically, learning case studies involve seven stages as follows:

1. Statement of the case by a professor or an instructor (in text, speech or multimedia)
2. Case analysis by groups (groups can be formed spontaneously or compulsorily).
3. Flow of thought (intragroup processes)
4. Formulating learning objectives (by the instructor)
5. New findings
6. Sharing group results
7. Identifying new areas for improvement and combination with practical measures (Williams, 2005).

These steps are related to one-stage case study. In case of multi-stage exploration, these seven steps are repeated with new challenges.

32. Closing discussion: Haj Ghasem as a school

All in all, reviewing the available works on case study and instruction in the case study method, indicated that although attention to case study has increased compared to the past, it has not achieved its position in the curriculum planning. If there have been any attempts in this regard, they have generally been carried out independently apart from Persian textbooks.

Students are not required to prepare, organize and solve cases. Despite the position of case studies in the policy of the relevant scientific journals, they have not dedicated an independent headline to the publication of magnificent case studies. Unfortunately, case studies using the experience of successful and honored managers of the Islamic Republic of Iran, or those of the important and unique historical arenas and events, which any of them can be formulated into tens and hundreds of cases, have not yet turned into a discourse, and are carried out just as monographs.

Haj Ghasem Soleimani stands out at an eminent position among the contemporary characters of the Islamic Revolution. His simplicity, purity and tangible intimacy for general people, courage and responsibility, attending important positions since the beginning of the Islamic Revolution, variety of activities while maintaining his professional and specific career, transnational and regional influence, stability in the path of the revolution and *velayat*, and ultimately his brilliant martyrdom and the incomparable appreciation of the Imam and the *Ummah* have made him a figure who, according to the Supreme Leader of the Revolution, stands out as a school. Having a brief review of this great figure, the researcher believes that the true stories of Martyr Haj Ghasem Soleimani in various historical eras of the revolution can be introduced as a local, Islamic and revolutionary subject, which has worked in practice. Furthermore, a collection of various efficient case studies can be made from his experience. Altogether, Haj Ghasem's case studies can be formulated in five different eras each of which containing specific experiences and stories, which can be applied to specific fields:

1. From birth to the time of joining the Revolutionary Guards Corps (50s to 80s)
2. The era of instruction and commanding of the 41st Sarallah Division of Kerman (80s)
3. The era of commanding the Quds Headquarters of the Revolutionary Guards in the southeast of the country (late 80s to mid-90s)

4. The era of commanding the Quds Force of the Islamic Revolutionary Guard Corps (from the mid-70s to 2019)

5. After martyrdom, achievements and works.

Haj Ghasem can also be studied in terms of confrontation with various types of people in various scientific dimensions, some of which are mentioned as examples:

1. Peace and war
2. Holy Defense
3. Military command and training forces
4. Jihadi leadership and management
5. International Law
6. Cultural management
7. People and the reconstruction of the Imams' holy Shrines
8. National economy and the axis of resistance
9. Strategic management and future studies
10. Diplomacy, regional politics and geopolitics
11. Mysticism, epic and communication with scholars and virtuous people
12. Intercultural awareness and popular movements in the Islamic world
13. Human interactions and relationship with the families of martyrs and devotees.

This list is, of course, limited and more topics can be added to it to be employed in identifying titles for case studies. As the author is engaged in management, some of the titles related to jihadi management and leadership, as the distinguishing feature of the great Martyr Haj Ghasem, are suggested. These topics are potentially proper for case studies by management students.

general topic	corresponding discipline
teaching and rising forces	empowerment- human resource
training and authorizing individuals	succession- human resource
resolving organizational conflicts	conflict management- organizational behavior
controlling the situation in difficult and stressful conditions	crisis management- organizational behavior
consideration and management of the general situations of decision making	visualization management- marketing management
ecology and strategic management	strategic management -
crisis management and attendance in critical situation	strategic management
following up to achievement	performance management
optimum usage of various capacities	resource management
resolving military and economic problems by negotiation and diplomacy	negotiation and diplomatic techniques
paying attention to the forces under his command and the martyrs' families	service compensation system

One of the ways for defending the blood of this noble martyr certainly involves a deep identification of the aspects of his life, which will be instructive in classrooms. The author believes that the foreign and domestic Western movements have often introduced special people and events in line with the West as the heroic ones. They

have inserted them in the agenda of education, and have made students and even system administrators to accept them as up-to-date scientific and knowledgeable people. However with a little skill and determination could make it possible to benefit from important and instructive events and noble and valuable people in the years after the revolution to be introduced in textbooks to make use of their experiences and lifestyles as rich and indigenous foundations updated sources for education. The case study of Martyr Haj Ghasem Soleimani and the events taken place by his attendance are unique, diverse and instructive. It is hoped that along with paying attention to writing books and scientific articles about him, the case study method can also be applied to his life story providing a more attractive and informative representation of his experience.

33. Sources

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