APPLIED LEADERSHIP CASE STUDY

STUDENT'S MANUAL BUS 446R 2.1

Trinity International University
REACH Program
2065 Half Day Road
Deerfield, IL 60015
847-317-6500

TABLE OF CONTENTS (BUS 446R 2.1)

COURSE OVERVIEW

The Applied Leadership Case Study course is the capstone course for the Organizational Leadership major at Trinity International University. As such it will provide the student with an opportunity to pull together theory and learning acquired during the degree program and apply it to an actual life situation. The course will also provide additional skills in problem analysis, research, creative problem solving, and decision making which can be applied to many settings.

The final product of the course will be a written *case study* that will also be presented orally. There may be some confusion about this term because it is used in different ways in different contexts. The case studies students will produce for the course are neither the teaching case studies found in business and law courses, which are actually written as elaborate story problems for the purpose of encouraging classroom reflection. Nor are they simply the research case studies used in psychology, anthropology, and other social sciences whereby thick description of a single subject or group is used to illuminate certain characteristics of the subject (though this type of research may be used in the course).

For purposes of this course, the case study is a document that walks the reader through an entire problem-solving process. Final papers will address the following six operations with respect to a particular business related problem.

1. Defining the problem
2 Assessing the root cause(s)
3. Gathering information
4. Developing alternative solutions
5. Selecting the best alternative
6. Describing an implementation process

The final products of the course should give evidence of mastery not only of the problem solving process but also of competence in the application of the leadership theories and principles learned throughout the courses of the Organizational Leadership major. Students should endeavor to utilize theoretical constructs discussed in other courses to shed light on the presenting problem. The case studies should also indicate that students have achieved a level of skill in the areas described by the REACH goals across the curriculum. Thus, students should seek to show the following through their papers:

1. *Integration of a Christian world view* - the ability to formulate a distinctively Christian perspective concerning ideas, people, events, relationships and issues, and then to discern responses consistent with that perspective.
2. *Self-knowledge* - a willingness to examine oneself including ones emotions, temperament, values, goals, experiences, preferences, habitual processes and identity structure.

3. *Open-minded inquiry* - the commitment to explore, understand and appreciate divergent perspectives, values and cultures without losing identity through premature closure or complete relativism.
4. *Critical thinking* - the evaluation, through sound research and thinking, of the quality of ideas and information, the merits of courses of action, and the integrity of ones own beliefs and viewpoints.
5. *Aesthetic appreciation* - love for the beautiful, the imaginative, the delightful and empathy for the unlovely, the commonplace, the tragic.
6. *Organizational effectiveness* - the ability to effectively participate in organizational settings including working in teams, giving leadership and solving problems creatively.
7. *Communication* - competency in reading, writing, speaking, listening and collaboration.
8. *Life long learning* - awareness of foundational questions and knowledge structures in a variety of disciplines coupled with curiosity, a desire to learn, and skills in self-direction.

Not every paper will give evidence of all these qualities. However, a well-constructed case study will give students an opportunity to demonstrate the knowledge and skills they have acquired over the course of their studies. The course will therefore give opportunity for students to reflect on and celebrate the fruit of sacrifice and study during their time in REACH.

COURSE SYLLABUS

I. Course Description

BUS 446R Applied Leadership Case Study. A capstone course for the Organizational Leadership major designed to help students integrate business principles, concepts and skills and apply them to actual business or organizational problems they are currently encountering. Case study techniques will be utilized. *Three credits.*

II. Course Objectives

As a result of taking this course, students will be able to:

A. Describe the problem solving process and how to approach a problem systematically in the field of organizational leadership.

B. Assess root causes that help explain underlying issues.

C. Demonstrate basic research skills that can be broadly applied in problem solving.

D. Apply research study design and both primary and secondary research approaches to the case study.

E. State clear objectives on which to base the development of alternative solutions.

F. Demonstrate critical thinking in creating and assessing alternative solutions to problems.

G. Apply techniques of evaluation, force field and risk analysis to the assessment of alternative solutions.

H. Demonstrate skill in the facilitation of group problem solving.

I. Present a coherent oral and written case study to an appropriate audience. to decision makers

III. Texts

Student Manual for Bus 446R: Applied Leadership Case Study, available at www.tiu.edu/reach/manuals.

IV. Course Outline

A. Session One

1. Objectives

a. Describe and integrate various steps in the problem solving process.

b. Outline the steps in the written case study.

c. Identify and clearly state an organizational leadership problem and related goals.

2. Assignments Due

a. Read through the article "How to Write a Case Study" in the student manual.

b. Bring several (at least three) ideas for organizational leadership problems which may be suitable for examination in the applied leadership case study.

c. In Class: Complete Worksheet #1 in this manual: "Criteria for a Successful Case Study." This will be done in class during session one and will be approved by the instructor.

B. Session Two

1. Objectives

a. Grasp the application of the scientific method, especially hypothesis testing, to tasks in the problem solving process.

b. Apply root cause analysis to the case study by creating a diagram to identify possible root causes of the case study problem.

c. Clarify how theories and hypotheses are formed from root causes.

d. Complete case description of the problem.

2. Assignments Due

a. Complete Worksheet #2 "Case Description" in this manual.

b. Based on your answers to Worksheet #2, write a 3-5 page paper expanding on your ideas in the worksheet.

c. Root Cause Analysis

i. View the tutorial on root cause analysis at:

http://process.nasa.gov/documents/RootCauseAnalysis.pdf

ii. Read the brief online article on using the Fishbone diagram for root cause analysis.

http://mot.vuse.vanderbilt.edu/mt322/Ishikawa.htm

d. In Class: Complete Worksheet #3: "Fishbone Analysis"

C. Session Three

1. Objectives

a. Distinguish primary and secondary data.

b. Identify and evaluate any available archival or secondary data sources within or related to your organization.

c. List sources for a literature review to help assess the problem as well as potential solutions using APA format.

2. Assignments Due

a. Complete Worksheets #4 "Archival and Secondary Data" and #5 "Literature Review" in this Manual.

D. Session Four

1. Objectives

a. Describe components of research and study design.

b. Gain exposure to primary data collection approaches including field research and survey research

c. Map out the particular primary research approach that will be used to gather data for the case study.

d. Finalize a research tool and procedures to gather primary research data.

2. Assignments Due

a. Complete Worksheet #6 "Research Design and Data Collection" in this Manual.

Develop your research tools by which you intend to collect your primary data through either field research (participant observation, observation, questionnaire or interview). This should be a completed copy of your observation form, questionnaire or interview schedule. These will be evaluated and finalized during class. Bring a copy for every member of the class plus the instructor.

E. Session Five

1. Objectives

a. Complete analysis of primary data collected.

b. State clear measurable objectives on which to base alternative solutions.

b. Use creative methods to develop alternative solutions to a problem.

c. Evaluate alternative courses of action using various techniques.

2. Assignments Due

a. Complete Worksheet #7: "Primary Data Analysis"

b. Prepare a half-hour group problem-solving exercise where you will present your preliminary findings to a group of three individuals. This will help you to pull your existing data together and organize it in a logical manner. It will also allow you to get feedback from other students about key areas of your case study to help you refine

the research and focus of your study. It will also allow you to use the group to generate ideas for possible solutions The areas that need to be covered in the exercise are:

i. Describing the organizational leadership problem
ii. Identifying possible root causes
iii. Identifying key findings from secondary research
iv. Identifying key issues from primary research
v. Stating objectives to be achieved.
vi. Generating alternative solutions (tentative)
vii. Evaluating alternatives (if time permits)

As part of this assignment, you are required to develop a two-page outline of the content you intend to cover to be handed in to your instructor before you do your presentation to the group. This will be graded on how well you address the above points.

F. Session Six

1. Objectives

a. Apply Goal and Resource, PMI, Risk and Force Field Analysis to alternative solutions.

b. Use logic to make a recommendation based on all available evidence.

2. Assignments Due

a. Complete Worksheet #8: "Alternatives and their Evaluation"

b. Prepare a brief, typewritten first draft of your case study that will be presented to three other members of the class.

Bring to class four copies of your case study. Three will be distributed to members of your group; one will be given to the instructor. This brief version of your case study should include:

i. Final case description with a brief history of the problem
ii. Initial hypothesis
iii. Summary of secondary and primary data and evaluation of initial hypothesis.
iv. Key salient issues based in research that clarify the problem under study.

v. A list of the alternative solutions being considered and a rationale for why you have chosen each those alternatives.

vi. A one paragraph critique of each alternative that describes the advantages and disadvantages.

Note that this presentation will include a small group review and assessment of your case study using the evaluation in the student manual. The evaluations will be factored in to the student's grade. The instructor should collect the assessments when finished, record the numbers and then allow the student to keep the assessments as a means of feedback to refine the case study and prepare for the oral report next week.

G. Session Seven

1. Objectives

a. Skillfully present a proposal for the solution of a significant organizational leadership problem complete with background, recommendations, and supporting evidence.

2. Assignments Due

a. Students should be prepared to give a 15 minute presentation of their case study as though presenting a proposal for consideration by a management team. Recommendations should be supported by data and careful analysis of alternatives. Final Case Studies may be submitted at this time but are due one week after the final session.

H. One week after Session Seven

Final Case Study is due to the instructor, unless previously handed in during Session Seven. The final format/outline for the Final Case Study is found in Worksheet #9: Outline for Final Case Study.

V. Course Requirements

A. Complete all assignments as listed in **section IV** of this syllabus.

Students are required to write a case study describing a situation within an organization or group with whom they are currently involved. If extensive research is planned within a formal organization, permission from a

supervisor or person in authority may be required. You must consult with the faculty member to see whether you should fill out the "Permission to Collect Data" form found in this student manual.

B. Academic Policies

1. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of the contact with the faculty member and the learning community has been lost. **For this reason, in all REACH courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing more than one class period will receive no credit for the class and a grade of "F" will be recorded. The course must then be retaken in order to receive credit. In addition, students may miss no more than two class sessions in a given semester,** regardless of the circumstances. If a student misses more than two class sessions during a given semester, the student will be required to meet in person with the Director of REACH Student Services to discuss continuance in the Program. Students are responsible for monitoring their own attendance to make sure they do not exceed two classes per semester. The REACH Office will also monitor attendance and notify the REACH Director of Student Services when a student exceeds two absences for a given semester.

Any student missing more than 30 minutes of a course session will be considered absent for the full course session. Participation points are earned and calculated in the final grade of a course based upon on-time attendance at each session. Students who miss three consecutive course sessions without prior notification to the REACH Office will be dropped from the program and will need to apply for readmission. See REACH Program Handbook for more information on attendance.

2. Late Work Policy

Late work will not be accepted unless the student requests an extension prior to the deadline and the instructor grants the request. There may also be a substantial penalty for late work. An extension on the time needed to submit final course requirements will only be granted in unusual circumstances and if the instructor and the Dean grant the request.

3. Academic Integrity

The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth.

Therefore, any form of academic dishonesty will not be condoned within the Trinity community. Plagiarism, whether intentional or indirect, gives the impression that the words of ideas in a person's writings are one's own, whereas in reality they are taken from someone else's written or oral presentation(s), even when a reference to the original source is made in footnotes or bibliography. Cheating is an expression of fraud and deception, as the student gives the impression of doing better on quizzes, exams, or assignments than he or she deserves.

Any incident of academic dishonesty, deliberate or nondeliberate, will be investigated by the faculty member who will interview the student(s) involved to determine the most appropriate handling of the situation. The student may receive an "F" for the course based on deliberate cheating or plagiarism. In such a case, the student may not drop the course. The faculty member will document all cases of academic dishonesty indicating the incident and the action taken. This documentation will be given to the Associate Dean of Nontraditional Education and will be put in the student's file. In serious cases of academic dishonesty, the Associate Dean for Nontraditional Education will meet with the student(s) and faculty member to review the case.

VI. Grading Criteria

A. The grade in *Applied Leadership Case Study (BUS 446R)* is allocated in the following way:

Worksheets 2 – 8 (5% each)	35 %
Outline of Group Problem-Solving Presentation (Session Five)	5 %
First Draft Case Study (Session Six)	5 %
Peer Assessment of First Draft Presentation (Session Six)	5 %
Final Oral Presentation (Session Seven)	15 %
Final Written Case Study	35 %

The REACH policy regarding "incompletes" is found in the Student Handbook. Class assignments are mandatory if the class time is to be effective.

ASSIGNMENTS AND ACTIVITIES

Worksheet #1: "Criteria for a Successful Case Study"
(to be completed and approved in class during session one)

Organizational Leadership Problem:

Organizational Leadership Problem Area: (intercultural, organizational, interpersonal, etc.)

1. Does it involve a leadership problem/issue? If so, in what general area of leadership?

2. Is it significant? Not just to me, but to others? Why? What would change if the problem was solved? In other words, what goals would be achieved that are not now being achieved? How many people are involved directly or indirectly (at least 10)?

3. Is it manageable? Can I complete the case study in seven weeks? If not, can I narrow the study to make it manageable?

4. Do I have enough control to do the study? Can I begin now? Can I gather the data needed to complete the study? Will others cooperate, especially those in positions of authority? Whose permission do I need to conduct the study?

5. Am I motivated to do the study? Will the content/issue hold my interest? Do I care about the issue/problem?

6. State the issue/problem of your case study in one clear sentence (statement or question). Include what the leadership issue/problem is and where it exists (the group or organization).

Worksheet Approved: _____
(Instructor's signature)

Date Approved: _____

Worksheet #2: Case Description

Please answer these questions on separate paper.

1. What is your problem statement (one sentence developed in session one – if you have changed this, please contact the instructor for approval before proceeding)

2. Why do you consider it a problem? What goal is not being achieved? Or what are the symptoms of the problem?

3. What is the history of the problem in this setting?
    a. When did it start?
    b. How has it developed/evolved?
    c. What attempts, if any, have the participants made to solve the problem in the past?
    d. Talk to several people involved in the case to answer these questions. Who did you talk to and what did they say?

4. Who is involved in the case/problem? What are their roles/positions and degree of involvement? Give demographics – age, gender, ethnicity, etc.?

5. Where? Where is the case located? Describe community, church, company, group in detail.

6. Is there any other relevant background information?

7. What goals or objectives would be achieved if the problem were solved? Be as specific as possible.

Worksheet #3: Fishbone Analysis
(To be Complete In-Class during Session Two)

1. Complete a fishbone diagram as provided or draw your own.

2. Based on your fishbone diagram, what are some possible causes of this problem?

3. Initial hypothesis. At this stage in your analysis, what do you think is the most basic or most important cause of the leadership problem, a cause which would have to be addressed by any meaningful solution? This is you initial hypothesis. You will test this hypothesis through collecting more data – both primary and secondary.

Worksheet #4: Archival or Secondary Data

1. Does your organization have any reports, data, records or documents which can shed light on the problem? If, list them here...

2. Evaluate each source for credibility. How does each source add to your understanding of the case?

3. Is there any other secondary data which can shed light on your case, e.g., census information, government reports? If so, list them here.

4. Evaluate each source for credibility? How does each source add to your understanding of the case?

Worksheet #5: Literature Review

1. What literature have you found which is helpful in understanding your problem? List a bibliography of not less than ten sources using proper Bibliographic form – use APA style in *A Pocket Style Manual*. Sources can include credible journal articles, books and articles from the web.

2. Annotate each citation with a clear description of the value of the source for your situation. Be specific. What did each source say that has added to your understanding of the problem? This should not be a summary of each source but a description of what the source says that specifically relates to your case study.

3. Did some sources share a common point of view?

4. How did the sources differ in their perspective?

Questions 1 – 4 prepare you to do you literature which is done is question 5.

5. Write an overall integrative summary of what the literature adds to your understanding of the issues involved. Include a citation for every source referenced using APA format You may cite any source more than once, but you must cite 10 separate sources,

Worksheet #6: Research Design and Data Collection

1. What do you still need to know to learn more about the problem, its causes and possible solutions?

2. From whom can you get this information?

3. How will you collect this information?

    Observation or participant observation? Why or why not?

    Written questionnaires? Why or why not?

    Face to face interview? Why or why not?

    Other?

4. Will you use a sample or an entire population? If you are sampling, how will you select your sample?

5. When will you collect your information?

6. Develop any observation forms, questionnaires or interview schedules which you are using. These will be revised and approved during Class Session #4.

Worksheet #7: Primary Data Analysis

1. What were the results/findings of your Primary Data Collection? Give a detailed summary and analysis of the findings. Include the response rate to your surveys/interviews. Use table, charts, graphs, etc. as appropriate. For example, if you survey had ten question, summarize the responses to **each question.** Use percentages or mean scores to summarize the data, not raw numbers.

2. What conclusions can you draw from your data regarding the causes of the problem?

3. Initial Hypothesis Revisited/Hypothesis Testing. Review your data and information from the archival data, literature review and primary data collection? At this stage of your analysis, does your initial hypothesis regarding the cause of the problem stand up? What are some other possible sources or aspects of the problem (salient issues) which should be explored?

4. Based on your analysis so far, what objectives would you like to see achieved that are not currently being met in relation to your case study problem? When you develop your alternatives for the next session, they should be designed to achieve these objectives.

State these objectives clearly.

Some examples of objectives from other case studies are:

a. Quarterly revenue will increase by 30% within one year.

b. Attendance at the worship service will increase by 50% within six months.

c. Employee job satisfaction will increase significantly after six months.

d. Drop out rates will decrease by 20 percent within six months.

Worksheet #8: Alternatives and their Evaluation

1. How will you develop your alternatives?

2. Describe at least three alternatives in detail - what intervention is involved, what resources are needed, who would be involved, when it would occur, how it would be implemented, etc.?

3. Explain why you think each of the three is feasible/reasonable. Each alternative should stand alone and be assumed to be sufficient to achieve the goals.

4. Explain the methods you used to analyze the Alternatives, e.g., pmi analysis, risk analysis, and other methods from the Student Manual – How to Write a Case Study...

5. Present your analysis of each alternative - include reference to any literature or other data which was useful in your analysis.

6. Explain which alternative, if any, you are recommending and explain why you believe this is the superior alternative? Avoid choosing all three. Remember that you may want to stick with the status quo or chose a different alternative if none of the ones you analyze seems sufficient.

7. To whom are you making your recommendation?

8. Describe the steps that need to be taken and the resources needed for each step

9. Develop a time line for implementation with actual dates

Additional Information to be included in final paper (not required for Session Six)

1. When will you evaluate the outcomes?
2. What data will you collect to evaluate the outcomes?
3. How will you collect this data?

1. What were the limits to your study?
2. Did you keep your personal biases in check?
3. If you were to do the study over again, how would you do it differently?

.

Worksheet #9: Recommended Outline for Final Case Study

Recommended Outline to Avoid Confusion or Skipping an Important Step – Do not use the numbers and letters given here in your paper, but use these as your section headings.

I. Case Description

A. Problem Definition

1. *Problem Statement*
2. *History and Background of the Problem*
3. *Basic Descriptive Information*

B. Root Cause Analysis

1. *Fishbone*
2. *Initial Hypothesis*
3. *Secondary Data*
4. *Literature Review*
5. *Primary Data Collection Plan*
6. *Primary Data: Result and Summary*
7. *Initial Hypothesis Revisited /Hypothesis Testing and Salient Issues*
8. *Objectives to be achieved*

II. Case Solution

A. Alternative Solutions

1. *How were they developed?*
2. *Detailed Description of Each Alternative*

B. Analysis of Alternatives

1. *Methods Used*
2. *Analysis*

C. Action Recommendations

1. *Why is the chosen alternative superior?*
2. *Steps to implement: timeline and resources needed*

D. Means of Evaluation

E. Limits of the Study

1. *Reflection on biases and limitations*
2. *Doing things differently*

F. References

G. Appendices if applicable

Review Checklist in Student Manual before Final Submission. **PROOF READ!**

How To Write A Case Study

As mentioned in the Course Overview, the final product of this course is a written case study. This document will describe the data and reasoning behind recommendations you will make concerning an organizational leadership problem with which you are familiar. As such it documents a problem solving process and mirrors a standard set of steps which can be applied to most problems irrespective of whether a written case or proposal results. The skills you hone in this course, if consistently applied, will make major decisions you make more likely to bring desired results.

Case Study Overview

Case Description/Case Solution

Case studies typically follow a description - solution pattern. In the case description the writer identifies the focus or purpose of the case and then presents as much relevant data as can be summarized given the time and space limitations. It is in the Case Description section that the writer typically will describe the context of the case, the symptoms or incidents which seem particularly relevant, and any other data which might help in the definition and description of the problem. Often extensive research is needed to unearth root causes. The writer then defines the nature of the problem and the issues which need to be resolved.

The case solution is concerned with developing alternative approaches to the problem, weighing the merits, demerits, and risks of each approach, and then deciding on a course of action. Because in the real world there is usually no "one right answer" the writer draws from logic, theory, experience, and emotion to find a solution which will maximize benefits with the least amount of fallout.

Case Study Outline

Although your case studies should be broadly divided into case description and case solution, the outline can be further broken down. A typical outline will look like this:

I. Case Description
    A. Problem Definition
        1. Problem Statement
        2. History and Background of the Problem
        3. Basic Descriptive Information
    B. Root Cause Analysis
        1. Fishbone
        2. Initial Hypothesis
        3. Secondary Data

4. Literature Review
5. Primary Data Collection Plan
6. Data: Result and Summary
7. Initial Hypothesis Revisited /Hypothesis Testing and Salient Issues
8. Objectives to be achieved

II. Case Solution

A. Alternative Solutions
   1. How were they developed?
   2. Detailed Description of Each Alternative
B. Analysis of Alternatives
   1. Methods Used
   2. Analysis
C. Action Recommendations
   1. Why is the chosen alternative superior?
   2. Steps to implement: timeline
D. Means of Evaluation
E. Limits of the Study
   1. Reflection on biases and limitations
   2. Doing things differently
F. References
G. Appendices if applicable

CASE DESCRIPTION

Problem Definition/Statement

In this section you will want to give the reader a sense of what the focus of the case will be. It is here you briefly describe what leadership issue is being viewed as problematic. Though you will probably choose an area of life in which there is an obvious problem, this is not necessary. An operation may be running smoothly yet still serve as the subject of a case. You do this by making the topic "problematic." Ask “What is not happening that *should be* happening?” or “What is happening that *should not* be happening?”

Another way of thinking about the problem definition is by utilizing “gap analysis.” In gap analysis, you look at the current situation in light of the way it could be. You ask the question, “if things were going as you would like, what would be happening?” You then evaluate the present circumstances relative to that “goal.” The gap between what is and what you would like is the “gap” or problem.

Defining the problem is essentially defining a goal which is not currently being reached. As such, it is appropriate in this section not only to state what is wrong (problem), but also to state what the situation would look like if all things were right (goal). The Case

Solution will then attempt to offer ways to bring things from the way they are to the way they should be. Confine your remarks to what is observable and factual. Avoid at this stage building in any assumed causes.

The problem statement can be made in one sentence. However, you will want to follow this by providing a more thorough description of the case based on you r current knowledge. This is what we might call the history of the case/problem. It involves answering such questions as: Why do you consider it a problem? What goal is not being achieved? Or what are the symptoms of the problem? What is the history of the problem in this setting? When did it start? How has it developed/evolved? What attempts, if any, have the participants made to solve the problem in the past? Talk to several people involved in the case to answer these questions. Who is involved in the case/problem? What are their roles/positions and degree of involvement? Where is the case located? Is there any other relevant background information? What goals would be achieved if the problem were solved?

Root Cause Analysis

In this section you describe the facts of the case using both secondary and primary research methods. The goal of root cause analysis is to get to the bottom of things. You don't want to put a band-aid on a symptom. You want to address the real critical issue. Just as a doctor does not just want to alleviate pain, but address the cause of the pain, you want to deal with what is actually causing symptoms. Far too many times we are involved in "solving" the wrong problem because we don't take the time to carefully diagnose. This process will begin with a fishbone analysis designed to clarify root causes. This process will be discussed in class during session 2.

Secondary Data Analysis: Archival/Existing Data and the Literature Review

A good bit of data has already been collected and is gathering dust on shelves or in computer data bases. Make sure you look for this kind of data if at all available and relevant. Secondary data is usually easier to obtain than other types of research data. It also has the advantage of being unobtrusive. Many types of public information are available at large public libraries and universities. Talking with a reference librarian is a good place to start. The internet may also be a source of data such as the U.S. Census and statistics on publicly traded corporations. More localized information may be in the archives and files of your organization. This could include employee surveys, needs assessment surveys or other types of survey data. It could also includes financial documents. Seek to answer these questions with respect to secondary data:

1. What data might already be collected which might be helpful to my case?

2. Where might I look for the information?

3. Who might help me find relevant information?

4. How reliable is the data?

5. How was it collected?

6. Is the information still current?

7. How should the data be tabulated and analyzed?

8. Are any permissions required to use the data?

Related Literature

Although your case is unique and the problem you are addressing is unique, certain similarities may exist with situations common in social settings. People are singular but they also have many commonalties. Organizations and settings may exhibit differences but they also share patterns of behavior. For this reason it is generally helpful to consult works which discuss similar situations or which elaborate relevant theories.

Over the course of your major you have collected a number of textbooks which give insight into a wide range of leadership issues. These are a good place to start. No doubt certain theories or ideas expressed in past courses may supply you with a conceptual framework from which to understand the problem. There may be more than one theory which applies. Each may illuminate a piece of what might be going on until you at least can form a working hypothesis.

In addition to course texts, you will benefit from consulting journal articles or other books which may present research relevant to your problem. Check the various databases at your library. Seek help from your reference librarian. Remember that you are seeking an understanding of the problem; you are not just fulfilling a class assignment. You want to find materials which will help you make sense of the leadership situation around you.

When writing this section of the case, **avoid** a listing of books/journals with a brief paragraph about each. Rather, think that you are writing about theory. You are trying to explain what might be happening in the leadership setting and you refer to various authors to make your case. Think about this section as a kind of research paper. You will say things like, "In 1965 Thomas noted that . . . ." "Black (1976) built on that original study and further found . . . ." All that you say in this section should be supported by literature and should be documented in APA format. It should develop a conceptual framework for understanding your case. And it should be a summary with

few if any direct quotations. Once again, the length of this section will depend on the case. It does not need to exhaust the literature in the field, however.

Primary Data Collection: Surveys and Field Research

Developing Objectivity

You will need to gather more specific facts about the current situation beyond the case Description and fishbone analysis. In this section the common journalistic questions are helpful. Think through particularly who, what, when, and where. Be as specific as possible. It is also helpful at this point to specify what it *is not* as well, again referring back to the basic questions of who, what, when, and where.

Simple scientific research skills will help a great deal in collecting useful information. Such skills do not come naturally. Rather, we are prone to make certain mistakes related to data. Earl Babbie (1997), in *The Practice of Social Research,* summarizes a number of mistakes commonly committed which careful research avoids. They include the following.

First, *casual observation* is frequently inaccurate. Science helps alleviate this error by mandating conscious observation. Second, people frequently *overgeneralize* on the basis of a few limited observations. Scientists protect themselves against over generalization by employing large random samples and by replicating studies. Third, people *observe selectively*, by paying attention to events that match a prior conclusion and ignoring those that do not. The scientific approach helps protect against this error by specifying in advance the number and types of observations to be made and by having several scientists investigate the same phenomenon.

A fourth error is *made-up information*: people make up information that would explain away a contradiction to a general conclusion. Science helps here by developing hypotheses that are tested and retested. The fifth error is *ex post facto hypothesizing*, which involves ignoring evidence that contradicts our conclusions and paying attention only to evidence that supports them. Scientists help avoid this error by gathering additional information. The sixth error is *illogical reasoning*, such as using an exception to prove a rule. Scientists avoid this pitfall by using systems of logic consciously and explicitly. Seventh, people sometimes fall victim to *ego involvement* in understanding. As a result, we may resist conclusions that make us look undesirable. The scientific norms of objectivity and intersubjectivity help prevent this error. Science can also prevent the error of *premature closure of inquiry* by maintaining that knowledge is cumulative and ever-changing.

While the problem solving activities we face daily rarely involve the elaborate methods of the serious scientist, they must still reflect an intent to guard against the common

pitfalls of data collection and interpretation. As you collect information you need to ask yourself,

1. Am I making careful, unbiased observations?

2. Did I randomly select enough samples that I can be confident that the data is representative?

3. Have I tried to free myself from hasty conclusions?

4. Have I looked for ways to prove my ideas wrong (rather than trying to prove them right)?

5. Did I deliberately look for data which may contradict my conclusions?

6. Have any logical fallacies crept into my thinking?

7. Have I the courage to face my own failings and culpability in the problem?

8. Have I kept an open mind to new data as it comes in and a willingness to reevaluate my conclusions?

These questions will relate to all types of data collection. Over the years, standard methods have been polished which are useful to the researcher. In this manual, all we can do is define a few techniques in the most basic terms. However, libraries have many volumes on research methods. If it appears a particular method may be useful to your situation, you are advised to consult a research methods textbook which will give you much more information.

There are two general forms of primary data collection: field research and survey research. Field research can be either **simple observation or participant observation**. Survey research can be done through written questionnaires or interviews. These forms may be used in either formal or informal settings, and may relate to verbal (oral or written) or behavioral responses. To a certain degree, research findings are affected by the nature of the data collection method used. In order to minimize error, it is often useful to apply two or more methods of data collection. This technique is called triangulation, and while not always possible, may be useful in many cases.

Field Research: Observation

"You can observe a lot by just watching." So says Yogi Berra. Observation is perhaps the most basic type of research. It may involve counting the number of times someone uses a particular phrase. It may involve categorizing facial expressions into five distinct

categories and recording your perception. It may be as simple as recording the time of day or the weather conditions. However, in order for it to be most useful, observation needs to be carefully planned. You should put on your blue hat and think through:

1. What will be observed (behavior, characteristic, quality, etc.)?

2. When will it be observed?

3. How will the observations be recorded?

4. What explicit, exhaustive, and mutually exclusive categories will I place behaviors in?

5. To what degree will I make inferences in recording the observations? (I.e. noting that a person is happy requires far more inference than noting that a person is smiling. The former is much riskier.)

6. Will my observations be controlled (with when, what, and how defined in advance) or noncontrolled?

Field Research: Participant Observation

Sometimes researchers seek to understand behavior and institutions by getting to know well the persons involved, their values, rituals, symbols, beliefs, and emotion. This generally involves participant observation and ethnographic interviewing. In many ways, case study research benefits from this sort of qualitative research, particularly in the area of leadership. Your goal is to find out what is going on; to unearth what certain activities and circumstances mean. You are generally a participant in the situation. And you generally have access to many who are involved.

One of the primary skills of a Participant observer is the ability to take detailed notes. The primary source of data is what people do and say. You must learn the art of carefully noting all that is going on and recording it. At times the researcher is passive and just watches and takes notes. At other times the researcher takes initiatives and asks questions to clarify meaning and to test hypotheses. Generally, the qualitative interview involves open-ended questions designed to allow the respondent to determine the direction the interview takes.

Data analysis in field research of this type is an ongoing process; the observer formulates hypotheses and notes important themes as they arise through his or her studies. When analyzing your qualitative notes it is useful to look for regularities and patterns which arise from your numerous observations. The goal is to develop a theory of what is happening and its meaning to the subjects which arises out of the data and is not forced on it from outside.

You are likely already a participant in the situation which forms the context of your case. The key is to also become a careful observer. The skills involved in qualitative research are not as easy as they look at first glance. Before you embark on this type of data collection you would do well to consult a reference work on the subject. You also need to think about these questions:

1. Who is likely involved in the leadership problem?

2. Do I have frequent access to those involved?

3. Can I observe in a way such that I do not interfere in patterns of behavior?

4. How will I make my observations as unbiased as possible?

5. How will I record my observations?

6. How will I protect confidentiality of subjects?

7. How can I get the information I need without deceiving subjects?

8. How will I analyze the data I collect?

9. How will I test ongoing hypotheses in as objective a manner as possible?

Once you have collected context and background information concerning your case, you should summarize it in your paper. The summary will always take the form of paragraphs in which you explain to the reader in some detail, what is going on (and what is clearly not going on). You may also use tables and graphs to help the reader understand quantitative information. Wherever you refer to data, it is important that you indicate its source. There is no set number of words or pages that this section should contain. That will vary from case to case. Enough information should be contained that the context, nature and scope of the problem is clear.

Survey Research: Questionnaire and Interviews

We are all familiar with surveys. They are commonplace in our society. They allow the researcher to gain information concerning what a number of people are thinking or feeling as well as to quickly collect basic information. They permit the collection of information about things which are not directly observable. Surveys can either involve individuals filling out a paper and pencil instrument, or individuals responding to questions posed by an interviewer in person or on the phone. Surveys can utilize closed-ended questions which offer the respondent a set of answers to choose from. Such questions allow for easy tabulation of results. Open-ended questions are flexible and

allow for depth responses defined by the respondent. Contingency questions reflect a special type of closed-ended question and are asked only of a particular sub-group of respondents. All types have their unique advantages and pitfalls. If you plan to use a survey, consult a research text which discusses survey construction and make sure you can answer the following questions:

1. Who will I survey?
2. Will I survey everyone in the group or a sample?
3. How will I insure that the sample chosen is random and unbiased?
4. Will my questions solicit facts or opinions?
5. Will I use a paper-pencil instrument or an interview?
6. What demographic information will I collect?
7. Will my questions be open-ended or closed?
8. How will I insure the confidentiality of my respondents?
9. How will I make sure that all subjects are fully informed of the nature of the research?
10. How can I make sure I get a high response rate?
11. How do I keep my questions unbiased?
12. What should the sequence of my questions be?
13. What should I say in the cover letter (if used)?
14. How should I word the instructions so that they are clear and yet avoid bias?
15. How will I record and summarize the data?

Hypothesis Testing

Once you have developed an idea of what may be going on in your particular setting both through your exploratory data collection and through your review of related literature,

you need to test to see if you are right. In science this is known as hypothesis testing and it forms the backbone of all research. It may sound strange, but essentially you will set out to prove yourself wrong in this section.

The first thing you need to do is review your initial hypothesis which came out of your fishbone analysis. . This was a tentative conclusion or a hypothesis statement that can be shown to be wrong. For example, if you were exploring the problem of high employee turnover in a company, and your root cause analysis led you to tentatively conclude that poor communication between management and employees significantly contributed to employee dissatisfaction and therefore employee loyalty, you might write a statement as follow: *The lack of consistent and effectively communication from management to employees about changing company policies has a significant effect on employee morale and loyalty.* You must then seek ways to disprove your hypothesis by examining your secondary data, literature review and primary data. Often in practice you will go through this process many times before you find an explanation which you cannot prove wrong. When you reach this point you have arrived at another tentative conclusion or a new/revised hypothesis. (Tentative because all conclusions based on empirical data could potentially be proved wrong.)

For this section of the paper you will want to state clearly what hypothesis (or hypotheses) you considered and how you tested it (them). You will need to give enough information that the reader knows a serious attempt was made to prove yourself wrong. At the end, summarize the root cause(s) of the problem for the reader and the conceptual framework from which you are looking at it.

Salient Issues and Objectives

The final section of the Case Description is the identification of the salient issue(s). You have an idea of the root problem and its causes. Now you need to discuss what elements or issues need to be addressed in order to solve the problem. In most cases there will be some elements that are minor or may take care of themselves. At the same time there are elements that are so central that it doesn't matter what else is fixed; if they are left unattended, the problem will remain or get worse. The latter are what are termed "salient" issues.

In many cases, problems do not have a single cause or element to them. They are multi-faceted. But just as a logjam on a river may result from one hung-up log, so problems may hinge on one issue. Write this part of the case such that you identify what the main issues are and of these which are the "logjam" or salient issues. There may be one or a few. Tell the reader as well why you think these are the most important. This section need not be long but it does set the stage for the case solution. It is the salient issues described in this section which should be the focus of your creative attempts to find resolution. If you have done a good job of finding the root cause and identifying the salient issues, you are two thirds of the way toward reaching your goal.

Another salient issue is the objectives you want to achieve as you make changes in your organization. An objective is a clearly stated measurable goal which you think is achievable. It is not currently being met but could be met if changes were made and the causes of the problem were addressed. Some examples of clearly stated objectives are as follows:

a. Quarterly revenue will increase by 30% within one year.

b. Attendance at the worship service will increase by 50% within six months.

c. Employee job satisfaction will increase significantly after six months.

d. Drop out rates will decrease by 20 percent within six months.

CASE SOLUTION

Alternative Solutions

The first section of the Case Solution half of the case study will include a number of alternative ways of addressing the salient issue(s). One of the chief breakdowns in the problem solving process is prematurely curtailing the search for a solution. Most problems do not have a single solution. Rather there may be hundreds of different ways in which you could respond. Often, however, individuals or groups may look at one or two solutions and then move to the implementation planning stage. In the process, many other possibilities may be overlooked which might even be better than the one chosen. For this reason, it will be unacceptable for you to look at only one solution in your case study.

This part of the paper will heavily use creative thinking. At no other point in the problem solving process is creativity more important. Although the first thing that pops into your head may indeed be the best solution (on rare occasions), in most situations you will have to work at generating a solution that meets the criteria for a good solution (see below under "analysis of alternatives").

Being creative is often hard work. It requires diligence and perseverance. It may take time. Remember, however, that when we are creative, we are also most like our Heavenly Father. A quick look around this world of ours indicates what a consummate problem solver God is. He must have asked Himself "how many different forms of life can I come up with." And then He made every one. Is it any wonder that one of our names for God is Creator with a capital "C?" Since we are made in His image, we too have the ability to be creative, though in some cases we are a bit rusty. The following are some things that may help as we seek to generate creative alternatives.

Set a Quota

In order to keep the search for alternatives from being just a good intention, it is useful to force yourself to go beyond the first good idea you have. This can be achieved through setting a quota for yourself. You may want to say, "I will continue to generate possible solutions until I have written down fifteen." Many of the solutions you come up with may be unworkable or even ridiculous but by pressing on you may unearth a truly great idea.

Challenge Assumptions

Early typesetters used to save time by leaving type set up for commonly used phrases. These phrases were called *cliches* by printers. Just as we have common ways of putting speech together, we also have stereotyped ideas. We have ways of thinking which have

developed out of habit. These basic ideas often need to be challenged if we are to innovate in creative ways. Yet it is often hard to challenge these ways of thinking. It is not something we have had much practice doing because our lives would be chaotic if we had to do it frequently. Can you imagine challenging the assumption that cars must drive on the right side of the road or that dark clouds usually bring rain? Yet when we face a problem we are often hindered by assumptions like, "We don't have the resources to do that." Or "the boss would never go for that." Or "red and orange never go together." We often arbitrarily limit the range of options by assumptions which arise out of habit.

Suspend Judgment

In grade school when you were given a long division problem you exercised judgment at each step. You made sure that when you finished one step, that it was right before you went on to the next step. This process has been termed "linear thinking." However, in the problem solving process, another type of thinking is equally important: "lateral thinking." With lateral thinking you are not concerned with generating one right answer. You are concerned with generating many neutral answers. Of course you will need to exercise judgment at some point, but now is not it. In fact, you will unnecessarily curtail the creative process if you start worrying about whether a solution is good or bad, better or worse, satisfactory or unsatisfactory. Stay away from those concepts when trying to generate ideas.

Look for Similes, Metaphors, and Analogies

Key to coming up with new ideas is looking at things with new eyes. Often our problem with creativity is that we stay in a thinking rut. Just as we must challenge our assumptions, we must force ourselves to see things in new ways. One technique for doing this utilizes the power of new pictures. Force yourself into this. Ask yourself things like "how is this problem like feeding a lion at the zoo?" "In what way might the solution be like a ship at sea?" "How are the participants in this situation like scrambled eggs?" It doesn't really matter what metaphor or analogy you use. Sometimes the more off-beat the better. What does matter is that a new way of looking at the problem results.

Shift Attention

We often approach a problem from the same angle all the time. Perhaps we look at the individual who has the problem rather than the other individuals who are seemingly happy. Perhaps we consistently only look at monetary resources never considering other types of resources. In the search for alternative solutions we must try to shift our attention from what we are used to looking at to those things which are often overlooked. Portia does this in Shakespeare's *Merchant of Venice.* Shylock demands the pound of flesh that is owed him by the merchant as a result of a bargain. But Shylock is outwitted by Portia. She shifts attention to the blood which must necessarily go with the flesh and which is not part of the bargain. While Shylock may legitimately take his pound of flesh,

if he spills one drop of blood, he will be guilty of a severe offence. By shifting attention, Shylock is forced to back down and a potentially fatal problem is solved.

Build on Ideas

Often one idea will trigger another. Many a great plan began with a particularly silly idea. This is the power of brainstorming, particularly as done in groups. One person's ludicrous suggestion triggers a not so stupid idea in someone else. Suspending judgment makes this possible, but so do other techniques such as inverting an idea, adding things to ideas, subtracting things from ideas, dividing them into parts, and combining one idea with another.

Have Fun

For some reason creativity is stimulated by fun. Perhaps it is because incongruity is central to humor. Perhaps it is because play and fun relax us and alleviate the blocks tension can bring. Perhaps a fun break gives our mind time to incubate ideas. Perhaps it is just that we get more done when we are enjoying ourselves. Whatever the cause, the creative juices seem to flow best when given a significant dose of levity. So learn to let your hair down while problem solving. Take time out to play with your kids. Do something silly. Go for a long walk in the woods. Then come back to the problem. You may be surprised at the new insights you can now generate.

The "Alternative Solutions" section of the case study should not include every alternative you generated. Some, no doubt, will be outlandish. However, it must include at least three serious options culled from the many you generated. Feel free to include more options but do not discuss fewer. Flesh out each option such that it is clear to the reader what is involved in the idea.

Analysis of Alternatives

Two things are absolutely essential to any analysis or evaluation process. A clear idea of ones values and criteria. When trying to determine which alternative to choose you must have both clearly in mind. Generally, the values are made clear in the criteria you use to evaluate. You have already stated a goal at the beginning of the case which operationalizes a value. Clearly one of the criteria against which you are going to evaluate your alternatives is how well they are likely to help you meet the goal. But there are other values which relate to the matter. You may want to keep the cost down. You will certainly want to stay within what is permitted by law. Your ethical system will come to bear on the matter as well. You will probably evaluate the likely effects of a particular solution on the environment, the others involved, the organization, and society in general.

In essence, criteria are a way of operationalizing your values. They are statements of the kinds of things that will characterize a good solution. Criteria can be broken down into two categories. *Required* criteria are those which must be met in order for the solution to be remotely considered a solution. These are non-negotiable. Every solution you consider should at least meet these baseline requirements. But watch that you don't set the parameters so narrowly that they limit creativity. For example, you might have as a required criterion that the cost of a solution cannot exceed the $30,000 you have budgeted. However, it may be that a solution arises which could be partially funded by a grant or may generate other revenue. To rule such a solution out just because of the wording of your criterion would be problematic.

Desired criteria are those which are not absolutely necessary, but if they are a likely result, so much the better. It is generally useful to rank the desirable criteria based on how important they are. If you are the quantitative type, you might rate criteria on a scale of one to ten with ten being very important and one being almost inconsequential. You can then rate each option (1 to 10) on how well it meets the criterion, multiply that factor by the importance factor, add up the scores and compare with the scores of other options. Be careful of accepting purely numerical solutions, but such numerical method can give effective insights.

For this section of your case study, you should restate your goal and then list your criteria. Ask yourself what will characterize a great solution? Don't forget to think about ethics. You should then go about the process of comparing the solutions. This comparison may include the numerical study mentioned above. Other considerations need to be weighed as well. The following are questions that need to be asked regarding the solutions in determining which is best:

1. How likely is it that implementation of the solution will result in fully addressing the salient issue?

2. To what degree does the solution address more than one of the other issues over and above the salient issue?

3. How likely is it that implementation of the solution will result in the achievement of the goals you set?

4. What are all the positive things that are likely to result from the implementation of the solution?

5. What are all the negative things that are likely to result from the implementation of the solution?

6. What are all the interesting things that are likely to result from the implementation of the solution?

7. Relative to other solutions, how difficult will the solution be to implement?

8. What will be the cost of implementing the solution in terms of physical, financial and human resources?

9. Are the resources available?

10. How strong are the forces that will help in the implementation?

11. How strong are the forces that will hinder implementation?

12. How do you and others who are involved *feel* about the solution?

Implicit in some of the questions are other techniques which may be useful to you. They include PMI analysis, risk analysis, and force field analysis.

PMI Analysis

Not much explanation is needed of this technique. We have all done it before. For each alternative look at the Pluses, Minuses, and Interesting aspects. As you consider each proposal, you might also reflect on ways to minimize the minuses and maximize the positives. It is perfectly acceptable for such reflection to result in the adaptation of an alternative or the combination of two or more alternatives.

Risk Analysis

Risk analysis is a step beyond PMI analysis, particularly as it relates to "M." The first step of risk analysis is specifying all the potential risks of a particular option. If you have done PMI analysis, many of the minuses involve risks. However, risk analysis takes it a step further. The second step is to prioritize the risks. Assess each on two dimensions: impact and probability. Some risks may be very likely but have almost no impact. Others, if they occur, may have a devastating effect, but have very little chance of occurring. For each risk rate it (High, Medium, Low) as to its impact if it does occur and its likelihood of occurrence. Thus, if you have rated a particular risk as high, high (H, H), that particular risk should be of great concern for you. On the other hand, if a risk is rated (L, L) you probably don't need to be very concerned. Risk analysis puts things in perspective.

Force Field Analysis

One step beyond risk analysis is force field analysis. Not only does it involve looking at risks, it looks at all the positives and negatives (the plusses and minuses) and asks two

things. How strong are these positive and negative forces and what might be done to maximize the positives and minimize the negatives. For example, if one of your options was to involve more employees in decision making your lists might look something like this:

Helps (+)	Blocks (-)
1.Some supervisors want help in decision making.	1. Little history of participatory decision making in the department.
2. In our organization there is a trend toward participatory management.	2. Many supervisors lack skill in involving employees.
3. It has been successfully tried in some areas.	3. Some decisions need to be made immediately.
4.Etc.	4.It takes time, etc.

When all the driving (+) and restraining (-) forces have been listed, you might want to plot them on a grid like the one shown below (figure 1). As you plot them you decide on the strength of each force. Ask yourself the question of how big or important are the forces in relation to reaching or blocking the attainment of your goal. In this way you can better visualize the full nature of the task or problem confronting you.

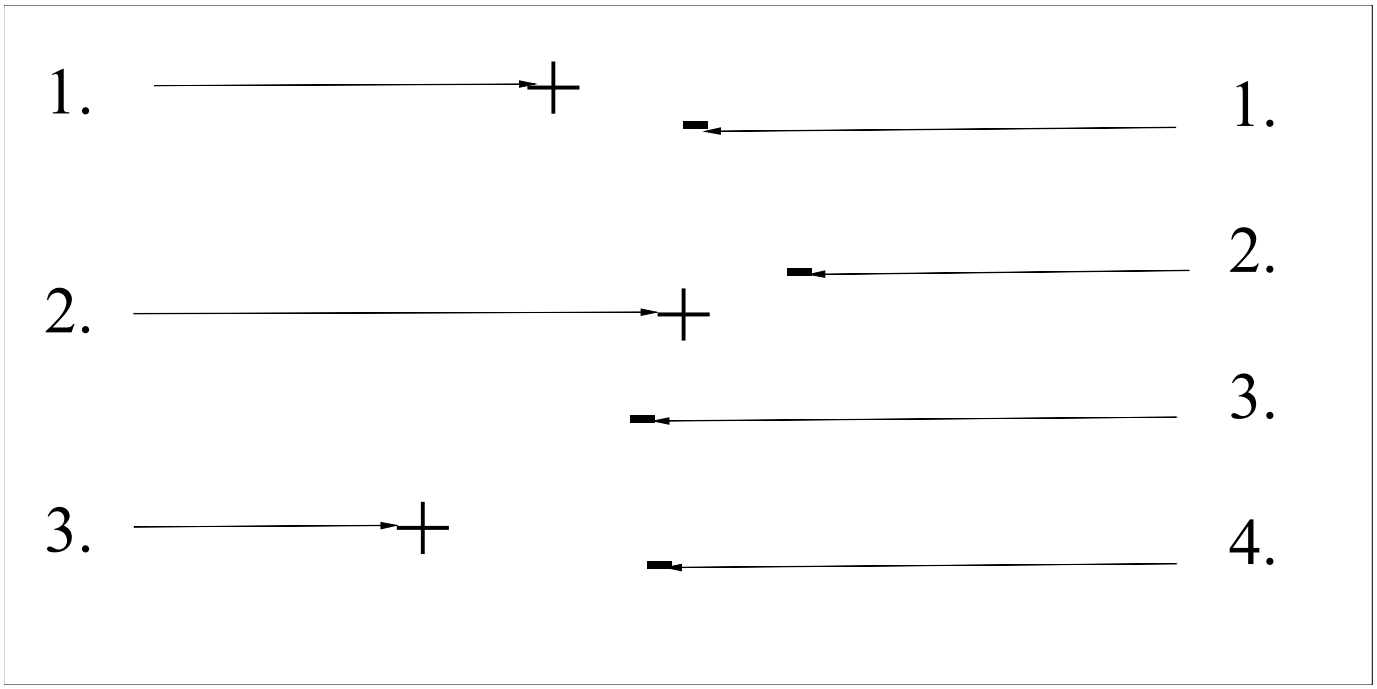
Using the example above you might construct a grid like this one:

Figure 1: Analysis of Force Fields

After listing all the forces you can think of and plotting them on the grid, you can begin to develop options for analysis. There are a variety of possible methods at your disposal.

1. You might take the strongest negative force or forces that you can do something about, and brainstorm all the things you could do to diminish or demolish it or them.

2. You might look for all the ways you could strengthen the strongest positives.



3. You might develop methods to combine strong positives.

4. You may find ways to change negatives into positives.

5. You may find ways of eliminating negative forces.

After you have generated a substantial list of ways to deal with the various forces, you need to tackle the synthesis of the various suggestions into unified options. Which ideas seem the most workable? Can any of the ideas be blended together to form a uniquely coherent plan of action? Are there any approaches that deal with several issues at once?

Action Recommendations

Once you have invested the time in determining which of the alternative solutions you have proposed holds the most promise, it is time to draw things to a conclusion. In the "Action Recommendations" section of the paper you will do two things. First you will outline in basic terms what you recommend be done about the particular problem you are addressing. Spell out to the best of your ability the steps that will need to be taken and the resources which will be needed. Second, you will need to give a suggested time line for the implementation of the steps. When these two things are done, the reader of the case should have a clear picture of just what you want to see happen, why you think it will work, how much it will cost, and when you expect everything to be in place. These are the bottom-line issues which are essential in your case study.

Means of Evaluation

The final section of the paper will be brief, but important. All too often, programs are developed. Decisions are made. And then no one bothers to check later whether the recommended actions did indeed solve the problem. Programs take on a life of their own and just continue without any accountability.

In this final section of the paper, identify how and when you will review the decisions made and evaluate whether the plans achieved the desired results. Criteria should be listed which relate back to the original goal set for the case. Remember that in evaluation it is important to allow a little flexibility to accommodate unintended consequences, both good and bad. Sometimes, actions result in things which are very beneficial (or very harmful) but which are quite beyond what was originally expected. If your criteria for evaluation do not allow for such serendipity, you may decide to kill a plan which doesn't do what you originally hoped, but instead resulted in something quite positive.

Reflections

Conclude you case study with a few paragraphs reflecting on the case study answering such questions as:

1. What were the limits to your study?

2. Did you keep your personal biases in check?

3. If you were to do the study over again, how would you do it differently?

.

Checking Your Written Case

Use the following questions to evaluate your final written case study. Make sure you can say yes to the following, or have good reasons why you cannot.

Writing

- Does it follow the guidelines mentioned above?
- Is all material presented in a clear and readable manner?
- Is inclusive language consistently used (e.g. no sexist language)?
- Is the manuscript scoured of all spelling, grammatical, and typographic errors?
- Is past tense used to discuss the research being reported and any other work cited?
- Is it possible to read the section smoothly from beginning to end, following the author's logic without sudden transitions or skipping back and forth?
- Are all statements of fact traceable to their sources?
- Does each section come to a definite conclusion rather than just stop?
- Has trivial and repetitive information been left out?
- Has a chronological reporting style been avoided?
- Are subheadings used to clarify a lengthy section?
- Are citations of work by other researchers done in an accepted format?

Case Description

- Are the purpose and significance of the case study clearly explained near the beginning of the case description?
- Is a summary of the company, organization or family background included as it is pertinent to the problem?
- Is the case contextualized within the current life situation and status of the particular industry or social unit?

Root Cause Analysis

- Is theory introduced to better understand the problem?
- Is relevant literature reviewed?
- Are research techniques appropriately applied?
- Is sufficient data collected to get at cause?
- Is data relatively free from bias?
- Have hypotheses been tested appropriately?
- Have salient issues been clearly identified?

Analysis of the Options

- Are a variety of creative options considered?
- Does the paper demonstrate logical, clear, and consistent thought?
- Are relevant options proposed, discussed and evaluated?
- Is the argument convincing?
- Is theory brought to bear where appropriate?
- Is data effectively used in the analysis?

Conclusions / Recommendations

- Is there a clear, logical "chain-of-evidence" connecting the data - analysis - conclusions?

- Is a decision or recommendation made?
- Is it clear to the reader why the proposed solution is deemed superior to the other posited alternatives?
- Are you aware of the possible limitations and risks inherent in the conclusions?
- Is there a plan proposed to implement and evaluate the recommendations?

General Issues

- Does the case study show that you have reflected on the implications of Christianity to your theories, issues, and recommendations?
- Does the case study demonstrate that you are aware of your own biases and the limitations of your perspectives?
- Do you make sure that you haven't started at the end and sought to prove your own ideas right, but rather that you have set out with honest inquiry as your goal?
- Does your paper demonstrate an awareness of holes in your knowledge?

References

Babbie, E. R. (1997). *The Practice of Social Research* (8th ed.). Belmont, CA: Wadsworth.

Small Group Presentation of Case Study Evaluation

(For Session Six)

Name of Presenter:

Name of Evaluator:

		Not at all				Completely
1.	To what extent did the presenter explain the organizational leadership problem and relevant background of the problem?	0	1	2	3	4
2.	To what extent were possible root causes explained.	0	1	2	3	4
3.	How well did the presenter clarify the important issues in the early part of the presentation?	0	1	2	3	4
4.	Did the presenter describe in detail the design approach used in the study and the particular methods used to gather both primary and secondary data?	0	1	2	3	4
5.	Did the presenter provide at least three alternative solutions to the problem and explain each adequately?	0	1	2	3	4
6.	Did the presenter give an adequate analysis of each alternative that included at least one pro and con point?	0	1	2	3	4
7.	Did the presenter maintain good eye contact and engage you in the presentation?	0	1	2	3	4

Comments:

Small Group Presentation of Case Study Evaluation

(For Session Six)

Name of Presenter:

Name of Evaluator:

		Not at all				Completely
1.	To what extent did the presenter explain the organizational leadership problem and relevant background of the problem?	0	1	2	3	4
2.	To what extent were possible root causes explained.	0	1	2	3	4
3.	How well did the presenter clarify the important issues in the early part of the presentation?	0	1	2	3	4
4.	Did the presenter describe in detail the design approach used in the study and the particular methods used to gather both primary and secondary data?	0	1	2	3	4
5.	Did the presenter provide at least three alternative solutions to the problem and explain each adequately?	0	1	2	3	4
6.	Did the presenter give an adequate analysis of each alternative that included at least one pro and con point?	0	1	2	3	4
7.	Did the presenter maintain good eye contact and engage you in the presentation?	0	1	2	3	4

Comments:

Small Group Presentation of Case Study Evaluation

(For Session Six)

Name of Presenter:

Name of Evaluator:

		Not at all				Completely
1.	To what extent did the presenter explain the organizational leadership problem and relevant background of the problem?	0	1	2	3	4
2.	To what extent were possible root causes explained.	0	1	2	3	4
3.	How well did the presenter clarify the important issues in the early part of the presentation?	0	1	2	3	4
4.	Did the presenter describe in detail the design approach used in the study and the particular methods used to gather both primary and secondary data?	0	1	2	3	4
5.	Did the presenter provide at least three alternative solutions to the problem and explain each adequately?	0	1	2	3	4
6.	Did the presenter give an adequate analysis of each alternative that included at least one pro and con point?	0	1	2	3	4
7.	Did the presenter maintain good eye contact and engage you in the presentation?	0	1	2	3	4

Comments:

Oral Presentation Evaluation

Name:_____ Date:

Begin time: _____ End time: _____

		Not at all				Completely
1.	Did the speaker make full use of the time allotted without going over?	0	1	2	3	4
2.	Were the speaker's major findings clearly articulated and emphasized?	0	1	2	3	4
3.	Was the problem clearly defined?	0	1	2	3	4
4.	Was enough background given to understand the issues?	0	1	2	3	4
5.	Where research was used was it presented clearly without getting bogged down in details?	0	1	2	3	4
6.	Was evidence given that more than one solution was considered?	0	1	2	3	4
7.	Did the speaker balance persuasion with objectivity?					
8.	Were theoretical issues discussed?	0	1	2	3	4
9.	Was the listener given enough evidence to have faith in the conclusions?	0	1	2	3	4
10.	Were visuals well done and did they contribute to the understanding of the material?	0	1	2	3	4
11.	Did the speaker avoid confusing jargon?	0	1	2	3	4
12.	Did the speaker avoid presenting information too rapidly?	0	1	2	3	4
13.	Did the speaker clearly highlight main points and use smooth transitions between points?	0	1	2	3	4
14.	Did the speaker avoid distracting mannerism?	0	1	2	3	4
15.	Did the speaker's posture and poise portray confidence and command of the material?	0	1	2	3	4
16.	Did the speaker avoid reading and engage the audience with good eye contact?	0	1	2	3	4
17.	Was the speaker energetic and appropriately animated?	0	1	2	3	4
18.	Did the talk keep the attention of the audience? Was it interesting?	0	1	2	3	4
19.	If you were a decision maker, would you be convinced?	0	1	2	3	4

Comments:

Total Points: _____/76

Presentation Grade: _____

Final Written Case Evaluation

Name: _____

The student's final written case is to be evaluated on the following criteria. A rating of "5" indicates exceptional work with respect to the stated criterion. A rating of "1" indicates wholly inadequate work. A "0" indicates that no evidence of that criterion is included in the paper. This form should be submitted with the Final Case.

Total points & %: _____/ 185 = _____% Final Written Case Study Grade:_____

Writing	**Rating**
Does it follow the guidelines/outline provided in the Case Study Manual?	
Is all material presented in a clear and readable manner?	
Is inclusive language consistently used (e.g. no sexist language)?	
Is the manuscript scoured of all spelling, grammatical, and typographic errors?	
Is it possible to read the section smoothly from beginning to end, following the author's logic without sudden transitions or skipping back and forth?	
Are all statements of fact traceable to their sources?	
Does each section come to a definite conclusion rather than just stop?	
Has trivial and repetitive information left out?	
Is the organization of the case study clear, e.g., are subheadings used to clarify a lengthy section?	
Are citations of work by other researchers done in APA format?	
Comments:	

Case Description	**Rating**
Is the problem stated clearly and concisely at the beginning of the case study?	
Are the purpose and significance of the case study clearly explained near the beginning of the case description?	

Is a summary of the company, organization or group background included as it is pertinent to the problem?	
Is the history and development of the problem within the organization clearly described?	
Comments:	

Root Cause Analysis	**Rating**
Is the fishbone analysis effective in identifying possible root causes?	
Is relevant literature reviewed?	
Are research techniques appropriately applied?	
Is sufficient data collected to get at cause?	
Is data relatively free from bias?	
Is data from primary data collection clearly summarized?	
Have hypotheses been tested appropriately?	
Have salient issues been clearly identified?	
Are the objectives clearly stated?	_____
Comments:	

Analysis of the Alternatives	**Rating**
Are a variety of creative alternatives considered?	
Is the method of analysis clearly described?	
Are the alternatives clearly discussed and evaluated?	
Is the argument convincing?	
Is theory brought to bear where appropriate?	
Is data effectively used in the analysis?	

Comments:	

Conclusions / Recommendations	**Rating**
Is there a clear, logical "chain-of-evidence" connecting the data-analysis-conclusions?	
Is a decision or recommendation made?	
Is it clear to the reader why the proposed solution is deemed superior to the other posited alternatives?	
Does the case demonstrate awareness of the possible limitations and risks inherent in the conclusions?	
Is there a plan proposed to implement and evaluate the recommendations?	
Comments:	

General Issues	**Rating**
Does the case study show reflection on the implications of Christianity to theories, issues, and recommendations?	
Does the case study demonstrate an awareness of biases and the limitations of personal perspectives?	
Has the student avoided starting at the end seeking to prove his or her own ideas right, but rather set out with honest inquiry as the goal?	
Does the paper demonstrate an awareness of holes in knowledge?	
Comments:	

BUS 446R Final Course Grade Report

Worksheets 2 – 8 (5% each)	_____/35
Outline of Group Problem-Solving Presentation (Session Five)	_____/5
First Draft Case Study (Session Six)	_____/5
Peer Assessment of First Draft Presentation (Session Six)	_____/5
Final Oral Presentation (Session Seven)	_____/15
Final Written Case Study	_____/35
Total Points	_____/100

Final Grade: _____

Comments:

BUS 446R – Applied Leadership Case Study
Permission to Collect Data

Student Name:

Company or Organization:

Problem Summary:

Summary of Data Needed:

Student Signature:

Date:

The above named student has permission to collect the data mentioned as a part of his/her educational experience at Trinity International University. I understand that the material will be kept confidential and will not be used for any other purpose without the notification and consent of our organization.

Authorized by: _____ Date:

Job Title: _____ Phone:

Address:

Root Cause Analysis Resources

1. Root Cause Analysis

Tutorial: An excellent tutorial on root cause analysis that describes effective tools that can help you get started on your root cause diagram.

http://process.nasa.gov/documents/RootCauseAnalysis.pdf

2. Article: Root Cause Analysis for Beginners

Provides a good overview of root cause analysis, how it is used and how it can be diagrammed to more effectively see the specific cause and effect factors.

http://www.asq.org/pub/qualityprogress/past/0704/qp0704rooney.pdf

3. Article: Root Cause Analysis

A brief overview of root causes that helps assess whether the potential causes of problems within an organization are important for further analysis.

http://www.systems-thinking.org/rca/rootca.htm

4. The Fishbone Diagram

Provides greater detail about the rationale for and use of the fishbone diagram to help assess possible root causes of a problem.

http://mot.vuse.vanderbilt.edu/mt322/Ishikawa.htm