

# GUIDELINES

## FOR CASE ANALYSIS AND PRESENTATION

**The quality of the your case analysis and presentation—including the report on group process and learning process—will be evaluated on the following ten items. Use these ten guidelines to prepare for your group presentation.**

### PRESENTING THE CONTENT:

**1. The steps of problem management** should be used to organize every case analysis: sensing problems (symptoms described in a case), defining problems (root causes of the symptoms applying the course concepts explicitly), deriving solutions (recommendations on how to correct these problems), implementing solutions (how your proposed solution will be implemented), and evaluating outcomes (what will indicate to you that your implemented solution solved the identified problems).

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The steps of problem management were not used or the steps were used out of order or incorrectly; a rather haphazard analysis.

The steps of problem management were noted, but applied superficially and inconsistently; root causes or implementation plans were ambiguous.

The steps of problem management were all used explicitly; root causes were identified and implementation plans were specified.

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CONTENT (Continued):

2. **Assumptions** should be analyzed explicitly for the most complex aspects of problem management: defining problems and implementing solutions. Untrue assumptions concerning what key stakeholders believe, value, feel, think, and do—can cause problem management errors. Furthermore, **ethical issues** should be analyzed explicitly—especially for complex problems.

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Assumptions were not mentioned; the group proceeded as if there was full agreement on hidden assumptions; ethical issues were not mentioned.			Assumptions were noted in passing, but not used to pinpoint root causes of problems or develop implementation plans; some ethical issues were mentioned.				Assumptions were surfaced according to specific stakeholders and utilized to tackle dynamic complexity; an ethical stance was explicitly presented.			

3. **The case analysis should be an analysis**, not just a rehash of material that is clearly documented in the case. While the facts can be taken as a given, they should not be taken as the whole truth. Distinguish between the rhetoric of the case (that is, the potentially biased depiction of what the firm did and how well it succeeded—the publicity) from what may be taking place behind the scenes. Use insight and intuition to see inconsistencies and deficiencies. Moreover, use the course concepts explicitly in seeing beyond common-sense viewpoints.

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The material in the case was repeated with little intuition, insight, or analysis; course concepts were not used; the analysis was simplistic.			Moderate insight and intuition were evident; some use was made of course concepts in analyzing the case, but superficial assessments guided the presentation.				Probing insight and deep intuition shed new light on the case; course concepts were applied effectively to transcend the simple rhetoric of the case.			

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CONTENT (Continued):

4. **Do not force fit the events in the case to the concepts** : “The firm’s proposed organizational structure is an example of the task flows within versus between units.” **Instead, apply the concepts to analyze the case:** “Using the framework of three kinds of task flow, we can see that the company’s proposed structure will not achieve its goals—there will be significant reciprocal task flows across the boundaries of work units, which will make coordination very costly.”

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When course concepts were cited, they were presented as examples of specific events and dynamics in the case; or there was frequent “concept dropping”.

Some course concepts were used to analyze the case, but often the events were used to mention or illustrate the concepts; there was occasional “concept dropping”.

Course concepts were effectively applied to analyze the specific events and dynamics presented in the case; course concepts were used with meaning.

5. **The required reading materials** should be used in analyzing the case and presenting the results—besides the particular concepts provided in classroom lectures and discussions. Moreover, concepts and principles from *other courses and readings* in your degree program should be used when relevant to the case.

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The presentation did not mention, let alone utilize, the required reading materials; no concepts or principles from other courses were mentioned.

Moderate use was made of the required reading materials to amplify some of the case presentation; concepts and principles from other courses were mentioned in passing.

Extensive and effective use was made of the required reading materials; as needed, concepts and principles were used from other courses.

CONTENT (Continued):

**6. The presentation should be well organized** and the flow of ideas, points, arguments, and conclusions should be logical—and internally consistent. The transition from one presenter to the next should be smooth, well-timed, and effective for the audience. Moreover, the syntax, choice of words, and speed of delivery should be in line with the needs and nature of the audience.

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The presentation was mostly unconnected, disjointed, difficult to follow, and confusing to the audience; the language and speed of delivery did not fit the needs of the audience.

The presentation was easy to follow, but some material could have been organized and presented more effectively; the language and speed of delivery was mostly in sync with the audience.

The presentation was a pleasure to behold; every part was linked effectively and led to an exciting finale; the language and speed of delivery perfectly suited the audience.

**7. The audio-visual aspects of the presentation** should satisfy the expectations and needs of the audience. The volume and tone of the speakers (either with or without audio equipment) should enhance—not distract from—the analysis of the case. Visual aids should be clear, concise, and easy to read and understand, and should enhance—not distract from—the presentation. The same can be said for attire, props, and room decor.

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The volume or tone of the speakers often distracted from their message; visual aids were either not used or not used well.

The volume and tone of the speakers seldom distracted from their case analysis; the visual aids were mostly in sync with the needs of the audience.

The speakers' volume and tone enhanced their presentation; the visual aids were especially attractive and enlightening.

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CONTENT (Continued):

**8. The presentation should be persuasive.** Specifically, the recommendations and conclusions of the presentation should be accepted by the audience—or at least the audience should judge the case analysis to be effective and plausible.

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The audience did not accept the conclusions or recommendations of the case analysis; there were too many obvious flaws in the arguments presented.				The audience seemed comfortable with the primary conclusions and recommendations that were presented; but some arguments were neither convincing nor plausible.			The audience fully endorsed the variety of conclusions and recommendations presented; virtually all arguments were valid and convincing.		

EXAMINING THE PROCESS:

**9. Members should examine their group process** during all group meetings according to the ten principles that are defined on the *Process Observer Form*. Moreover, members should use a process observer at every meeting in order to ensure that feedback is provided and discussed at the end of the meeting and plans are developed to improve group process. By checking the trends of these process assessments, members can assess their rate of improvement.

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The members did not report on their group process; or they did so in an arrogant manner; or they admitted poor process, but have not developed any plans for improvement.			The members reported on their group process, but did so in a superficial manner; they exhibited some concern about their group process, but were sketchy on their plans for improvement.			The members provided a penetrating analysis of their group process; they displayed a deep concern about their rate of improvement and have developed specific action plans.			

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PROCESS (Continued):

10. **Members should examine their learning process** after every assignment. From one case analysis—problem—to the next, they should learn better ways of developing and sharing knowledge with one another and other viable sources. By describing how they learn, they can control and improve their process.

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The members did not discuss their learning processes; it seems they relied on what worked in the past; there was no concern about improving how they learn.

The members described their learning processes in general or superficial ways; they recommended controlling or improving these processes, but they have not yet developed specific action plans.

The members offered explicit descriptions of learning processes; they displayed a deep concern about their rate of improvement and have developed specific action plans.

COMPUTING THE TOTAL SCORE:



SUM ALL  
SCORES

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