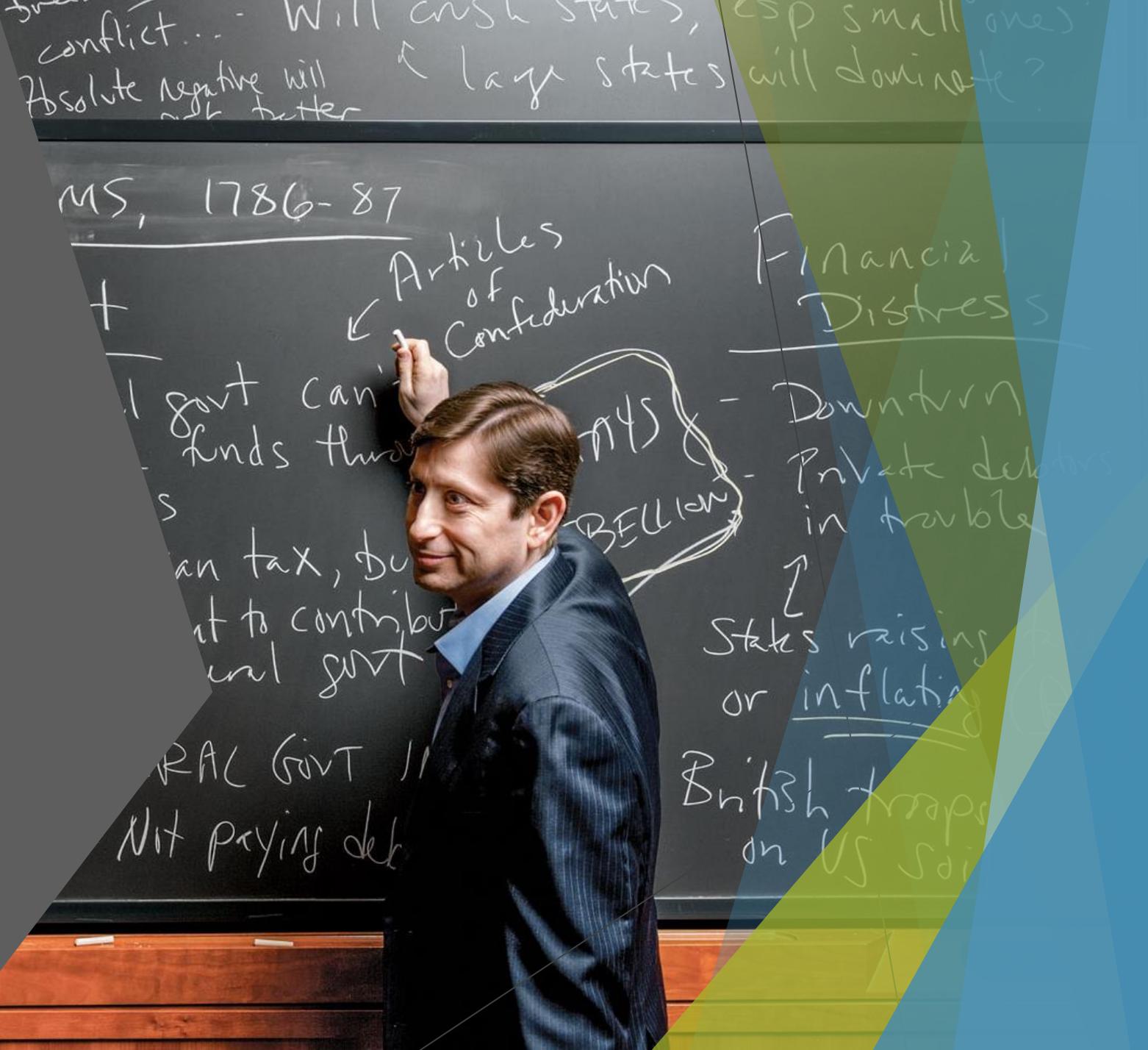




# TEACHING USING CASES



conflict... Will crush states, esp small ones  
Absolute negative will will dominate?  
large states

MS, 1786-87

Articles of Confederation

govt can't raise funds through tax, but states contribute to central govt

FINANCIAL DISTRESS

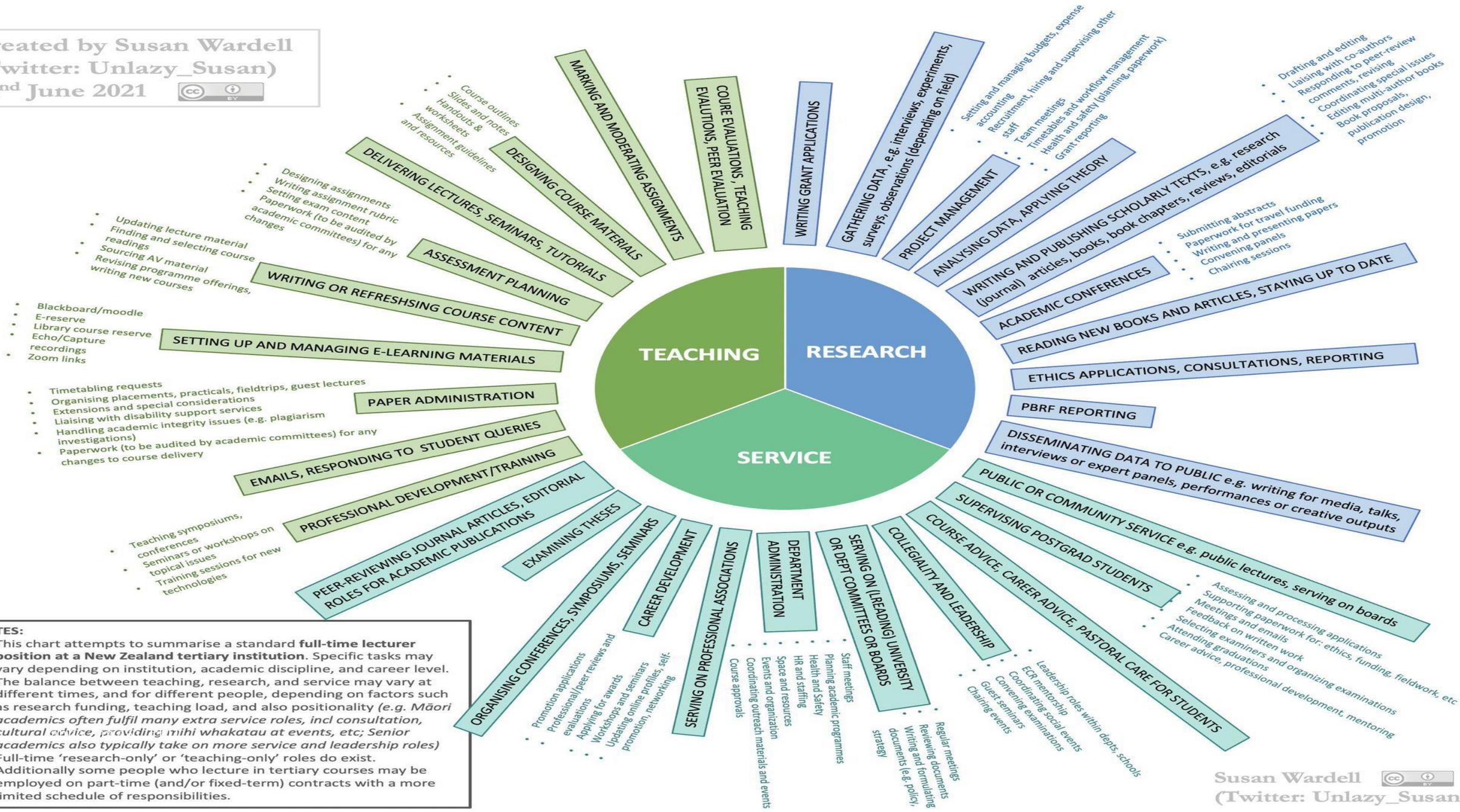
Downturn  
Private debtors in trouble  
States raising or inflating  
British troops on US soil

FEDERAL GOVT 1789  
Not paying debt

# ACADEMIC LIFE: WHAT DOES A "LECTURER" DO?

Created by Susan Wardell  
(Twitter: Unlazy\_Susan)

22<sup>nd</sup> June 2021



## NOTES:

- This chart attempts to summarise a standard **full-time lecturer position at a New Zealand tertiary institution**. Specific tasks may vary depending on institution, academic discipline, and career level.
- The balance between teaching, research, and service may vary at different times, and for different people, depending on factors such as research funding, teaching load, and also positionality (e.g. *Māori academics often fulfil many extra service roles, incl consultation, cultural advice, providing mihi whakatau at events, etc*; *Senior academics also typically take on more service and leadership roles*)
- Full-time 'research-only' or 'teaching-only' roles do exist. Additionally some people who lecture in tertiary courses may be employed on part-time (and/or fixed-term) contracts with a more limited schedule of responsibilities.



## The Teacher

**“Concerning a teacher’s influence, I have come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized.”**

**--by Haim Ginott**



# MODERN PRACTICE OF TEACHING

- Mission of education: To produce competent people (people who are able to apply their knowledge under changing conditions)
- From a focus of **TEACHING** to a focus of **LEARNING**



**GAMIFICATION/ GAME-BASED**



Gamification is the application of game-design elements and game principles in non-game contexts. It can also be defined as a set of activities and processes to solve problems by using or applying the characteristics of game elements. [Wikipedia, 11th Oct 2019]. Game-based learning (GBL) is a type of game play that has defined learning outcomes. Generally, game-based learning is designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world..

**PASSION-BASED LEARNING**



Passion based learning is a process by which the instructor is able to make his/her passion infectious to his/her learners, or let the learners find, explore and embrace their passion through projects, with intense enthusiasm. The central theme to passion-based learning is drawing learners in using the passion "bait," and keeping them engaged in the learning process. Through this approach, instructors are able to connect with their learners when they can understand their learners' interest better. Learning is much meaningful when learners are able to construct new knowledge by embracing their interest and expressing their passion.

**FLIPPED CLASSROOM**



Flipped classroom, also known as inverted classroom, is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content outside of the classroom. Students are introduced to the learning material before class and the classroom time is used to deepen their understanding through discussions with peers and problem-solving activities facilitated by the educators.

**SIMULATION-BASED LEARNING**



Simulation-based learning is a constructivist learning model that provides learners with an experience of working on a usually simplified world or system. This approach is used extensively, especially in medical education.

**MODULAR**



A module is a self-contained educational unit that performs a specific task; which a single topic or a small section of a broad topic is studied within a period of time.

**GLOBAL/ ONLINE LEARNING**



It concentrates on connections and interdependence that can help students develop an awareness of others out of their realm, sharing and gaining perspectives with diverse people outside their community and from other parts of Malaysia and around the globe. It involves critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and earth's sustainability (AACU, 2008).

**EXPERIENTIAL LEARNING**



Students prepare for employment by exposing them in learning about work, learning through work, and learning at work. Involves authentic learning method that uses industry's or real-world scenario.

**CASE STUDY**



Students review a real-life situation and through discussion explore how they would approach or even resolve the issues. The technique generally requires students to read the case or watch a video that summarizes the case. Students then work in small groups or individually to solve the case study. The instructor sets milestones defining what students should accomplish to help them manage their time.

**IMMERSIVE LEARNING**



Places individuals in an interactive learning environment, either physically or virtually, to replicate possible scenarios. Involve the use of a simulated or artificial environment.

**SERVICE/ COMMUNITY-BASED**



A form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding for themselves (Eyler and Giles, 1999).

**CHALLENGE-BASED LEARNING**



The approach comprises of "Engage", "Investigate", and "Act". Students prepare for employment by expose to real-world challenges which are solved collaboratively. The learning is purely directed by the students where learning is through acting.

**WORK-BASED LEARNING**



Authentic learning experience can be delivered through work-based learning (WBL) as students undergo real-life work experience. WBL gives students the opportunity to explore what they have learned in the classroom within a real-world context.

**INQUIRY-BASED LEARNING**



This student-driven knowledge exploration emphasizes on the students to pose questions to learn about the topic or hands-on exercise. The steps are interaction (exploration revolving topic), clarification (summarizing understanding), questioning (asking more self-directed learning), design (curiosity-driven action to justify inquiry).

**COOPERATIVE LEARNING**



The process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn.

**PROBLEM/PROJECT-ORIENTED BASED PROBLEM LEARNING**



Uses an open-ended/complex problem with a myriad of solutions, (or no solutions at all). Students work collaboratively in groups to define the problem from the given content, ultimately arriving at a solution(s), while fulfilling the intended learning outcomes.

# ARE YOU FAMILIAR WITH THE ENRON CASE?



▶ The **Enron scandal** was an accounting scandal involving Enron Corporation, an American energy company based in Houston, Texas.

▶ Upon being publicized in October 2001, the company declared bankruptcy and its accounting firm, **Arthur Andersen** – then one of the five largest audit and accountancy partnerships in the world – was effectively dissolved.

▶ In addition to being the largest bankruptcy reorganization in U.S. history at that time, Enron was cited as the biggest audit failure



Decision Tree  
Trial Simulation  
Underwrites  
Devs  
Design  
points  
lib  
73/11  
58 - 1/1

Robert Santamaria

Late m

Y

Ashwin

Ketan

Pritesh

Kyla

Sriyash

Manny

Jack

Eyal

Ravi

Poojitha

Srinidhi

Jim

han  
ebbar

Chen

note

# PURPOSE OF A CASE TEACHING

*Actively*



*Passive*

- ▶ Grounds academic instructions in **reality** by **engaging** students in a discussion of specific situations
- ▶ **Learner**-centered
- ▶ Assumes that learning is more effective if the students **discover** or construct knowledge with faculty guidance rather than sitting passively in the class
- ▶ Strengthen students' **soft skills**— communication, listening, critical thinking, problem solving, etc.



**THE**  
**PANDEMIC**  
**CHALLENGE:**  
**TEACHING**  
**WITH CASES**  
**ONLINE**

**EVOLUTION**

**INTERNET-BASED**

**SYNCHRONOUS**

**ASYNCHRONOUS**

# THE TENSION RISES

The news hit Ashraf hard. From a state of shock, Ashraf's rage quickly starts to build...



4

## Ivy League University

with the masters degree in marketing

## Prologue

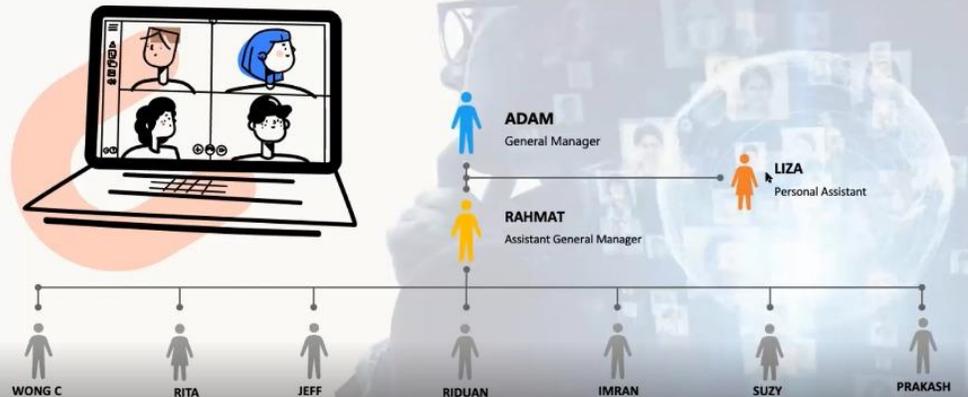
Well, you see Ms. I am quite busy everyday and the work require to repair your PC can be really TDC and the university doesn't really pay me overtime you know so, previously I did the overtime but seems your PC I am have to do a lot of work and I don't have time for that, I thought its just simple problem but, Uhhh yea I cannot help you I am sorry.

Aahhhh! Is their like mmm anyone else I can speak to? That maybe can help me out

Well you can, try to speak with to my department leader, but If I was him, I was take the job regards pressure without delay , you know

Ohh then sure like, saying un satisfaction to your department leader!

## OPERATION TEAM ORG CHART





**WHERE CAN EDUCATORS GET  
THE RIGHT CASE STUDY?**

# HOUSTON CHRONICLE

MONDAY, JANUARY 26, 2014

## MID EAST UNREST

### As protests grow, Hamas stands firm

Party vows not to compromise on Israel's border, but members work new leaders

By [Name] in Gaza  
Gaza, Jan. 25 (AP) — Hamas leaders on Monday vowed to stand firm on their demand for Israel to withdraw from the West Bank and Gaza, despite growing international pressure for the group to negotiate a ceasefire.



Protesters in Gaza demand the withdrawal of Israeli troops from the West Bank and Gaza. The image shows a group of people, some holding flags, in a public square or street.

## Challenger families gather

Believers of the church's challenger's new members gathered for a prayer service to celebrate the church's 100th anniversary.

## Bush hopes to reclaim his agenda on Tuesday

As he faces a budget impasse, he set out to lay out his initial agenda for his first year in office.

WASHINGTON, Jan. 25 (AP) — President Barack Obama on Monday laid out his initial agenda for his first year in office, including a focus on the economy and education.



More than FOUR YEARS after their high-flying company collapsed amid a train of accounting scandals, JEFF SKILLING and KEN LAY will stand trial starting this week for conspiracy, fraud and a host of other charges.

# JUDGMENT DAY FOR ENRON



The Enron headquarters in Houston, Texas, is the focus of the trial. The image shows a tall, modern building with a distinctive architectural style.

## It's in legal system's hands, not ours

AFTER more than five years of warring of allowing the front and winged and warring to flourish, the court now has a clear path and has the power to do what is right.

By [Name]  
HOUSTON, Jan. 25 (AP) — The trial of Enron executives J. Michael Skilling and Kenneth Lay on Monday is a landmark case that will determine the fate of the company and its former leaders.

# Otago Daily Time

WEEKLY SATURDAY & SUNDAY March 16-17, 2017

GENERAL - 10 Fashion and the winner is...

REGIONS - 24 Looking at Wanaka's future

FRONT - 18 White off to...

Call for action

49 killed 48 injured Four people arrested, including one woman

# MOSQUE TERRO



City under siege... Christchurch residents need to know about the mosque attacks as they prepare for the next wave of attacks on New Zealand.

## Dunedin may have been original target

By [Name]  
DUNEDIN, Jan. 25 (AP) — A woman who was shot and killed in Dunedin on Monday may have been the original target of a terrorist attack, according to a police spokesman.

WEATHER TODAY: INLAND 21°C, COASTAL 18°C

JOHN'S GONE ON A PRICE CRUSADE!

MY MATE JOHN'S

20 different products at 20% off

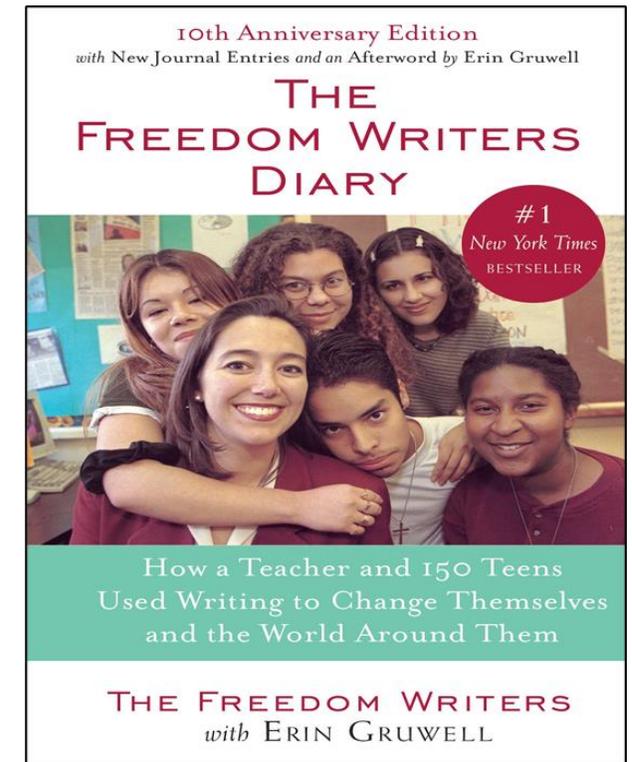
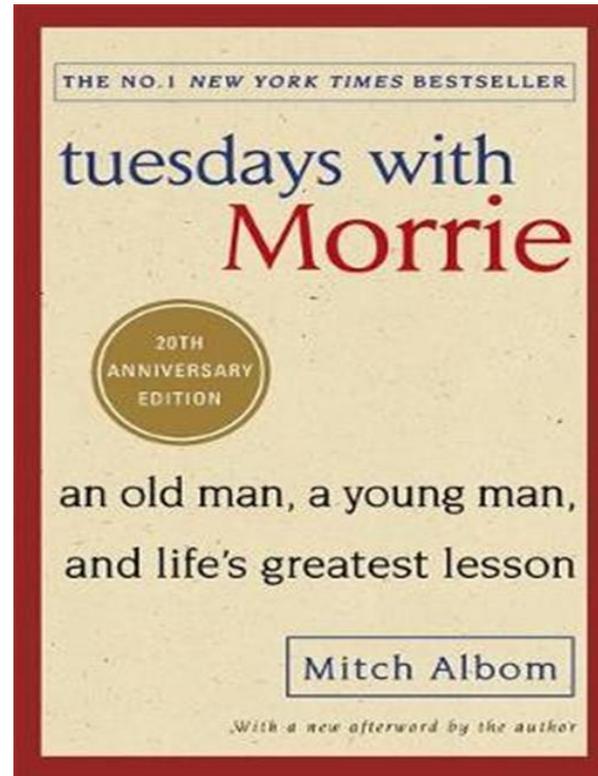
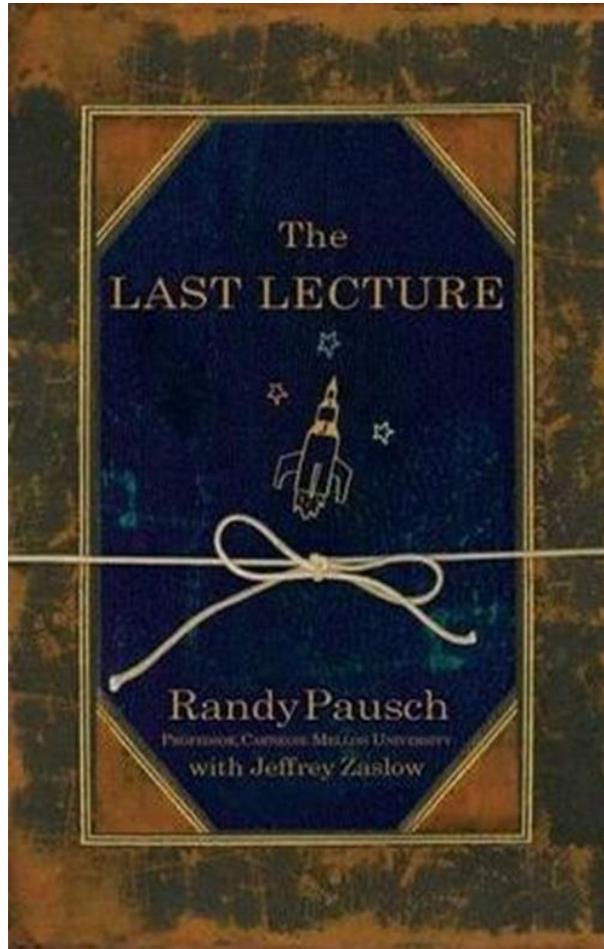


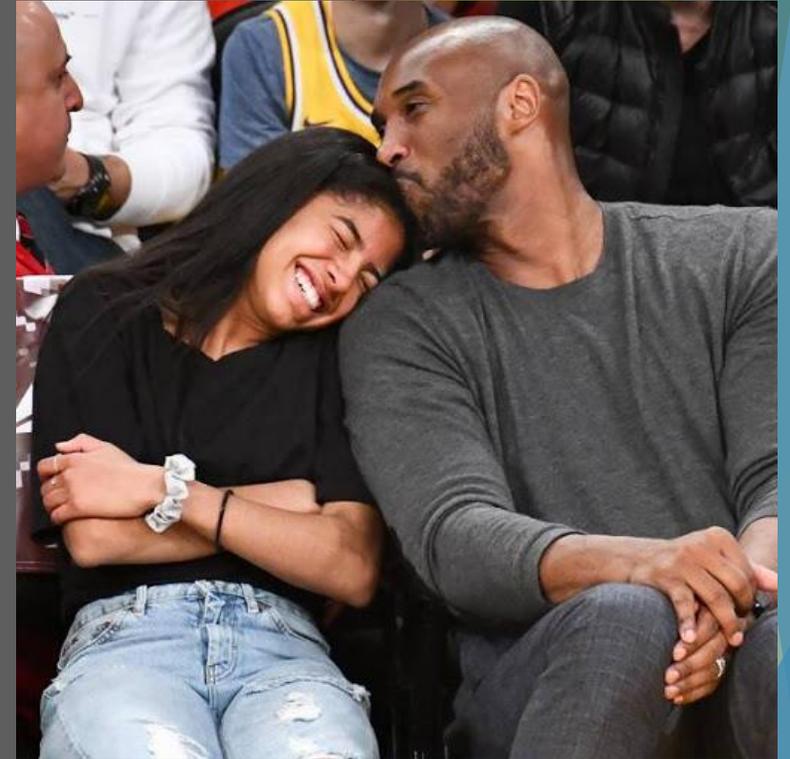
# SO SOON after Sungai Kim Kim

## 475 learning institutions in Pasir Gudang to be closed

All educational institutions, including kindergartens and higher learning centres in Pasir Gudang, Johor, have been ordered to be closed for three days beginning today. This follows rising incidents of children vomiting and passing out - similar to when toxic pollution struck Sungai Kim Kim just three months ago.

> See reports on page 11





abc NEWS **SPECIAL REPORT**



abc NEWS  
**SPECIAL REPORT**

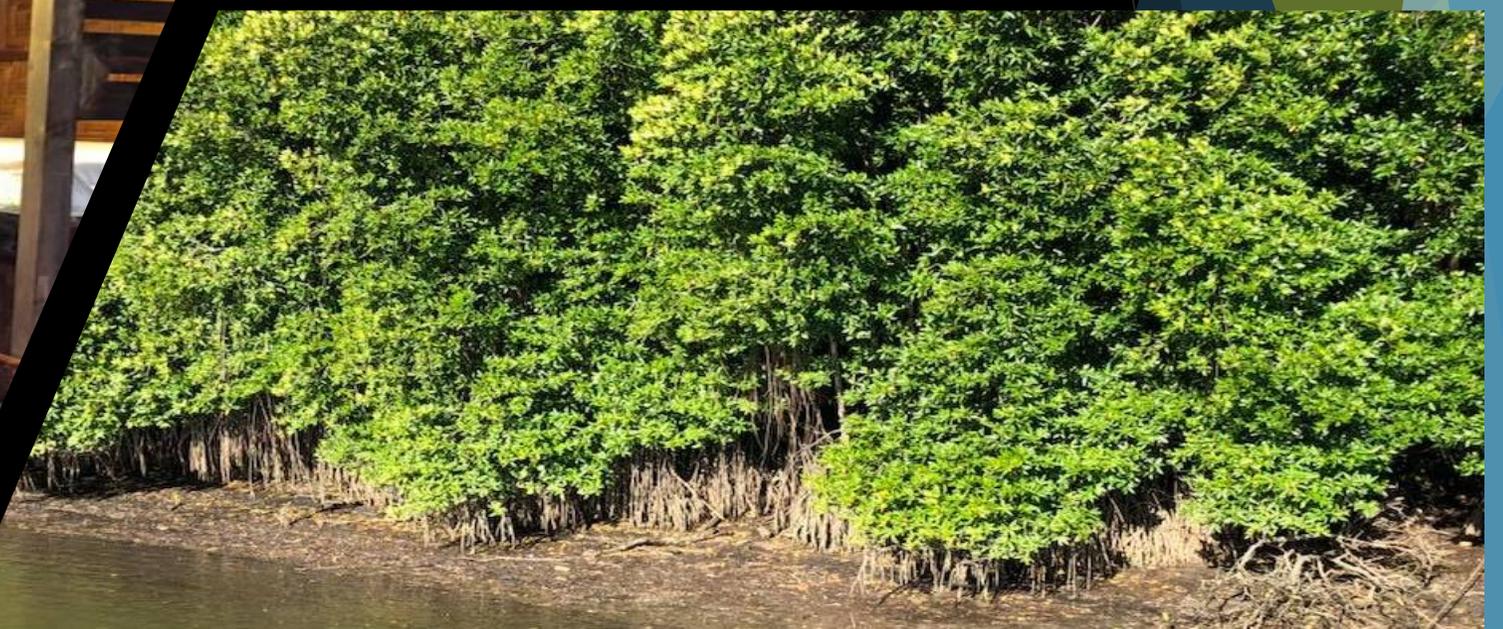
**LIVE BREAKING NEWS**

OFFICIAL BRIEFING ON HELICOPTER CRASH  
THAT KILLED KOBE BRYANT AND 8 OTHERS



**OR**







## CASE 2

Asian Journal of Case  
Research  
2(1): 16 – 27 (2009)

### The Clock is Ticking

DAHLIA ZAWAWI<sup>a</sup> AND JULIANA JOHARI

#### ABSTRACT

This case mainly on talent management and training issues, presents an opportunity for post graduate and undergraduate students to test their knowledge on a real life situation. It provides critical information on the organization's internal and external environment and highlight issues that require students' immediate attention. This case has a moderate level of difficulty and may be used in the relevant management classes such as Human Resources and Organizational Behavior.

**Keywords:** Management, Training, Malaysia, Human Resource

#### PROLOGUE

*Mr Bakar : Cynthia, have you sent the notifications on the company trip to New Zealand to everyone?*

*Cynthia : Yes, I have boss. Don't worry. Most of them had gone to the same trips before. They know the deal.*

*Mr Bakar : Still, I think I am going to send them an email, this time from me. Just in case.*

## CASE 5

Asian Journal of Case  
Research  
2(1): 45 – 54 (2009)

### Powerforce Malaysia: Managing Organizational Dynamics

TEE KENG KOK\*, AMIR RASLAN YAHYA, YAAKOB IBRAHIM  
AND HO JO ANN

#### ABSTRACT

This case on group dynamics and leadership issues discusses the challenges of an engineering firm, Powerforce Malaysia. The challenges arise in the face of reduced production and closing down of a manufacturing factory which consequently led to a significant downsizing exercise. The introduction of new leadership to existing working groups increased staff's anxiety resulting in tension between leaders and subordinates. This case provides insights into the possibilities of organizational politics in the making which can eventually cripple an entire organization's operation. The pressure from head quarters to meet customers' demands and to continue manufacturing presents challenges and urgency to solve the problem immediately. This case has a moderate level of difficulty and may be used for teaching organizational behavior especially in the area of work motivation, leadership, human resource management and the nature of work groups and teams.

**Keywords:** Work groups and teams, Leadership, Organizational Behavior.

#### A MIDNIGHT CALL FROM THE VICE PRESIDENT

Monday, 22 October 2007 – Justin Cao, the senior operations manager for PowerForce's second Malaysian plant in Kuala Lumpur (KL), received a call in the middle of the night from Charles Marshall, the Vice President (VP) of Power

## global connections 9.1

### Burgers for All

In Malaysia, burgers are one of the most popular fast food items. Burger consumption is on the rise and the realization of this has led to a rapid growth in local production of burgers in the past few years. Franchise companies such as RAMLY, Purnama, and Saudi were formed to provide variations to that of well-known McDonald's, Wendy's, and A&W Restaurants.

Ramly Food Processing Sdn Bhd or better known simply as RAMLY is a *Bumiputra*-owned manufacturer producing meat-based products such as beef burgers, chicken sausages and nuggets, and processed seafood. (In Malaysia, the term *Bumiputra* refers to the indigenous groups.) Founded in 1984 by Ramly Mokni and Shala Siah Abdul Manap, a husband-wife partnership, the main objective of the company is to produce *halal* (originally an Arabic word meaning legal or permissible in Islam), clean, and quality products. RAMLY is one of the few local companies that owns a successful homegrown brand that reflects the values of its founders, including values of diligence, hard work, honesty, helping others, and sharing.

In the course of its expansion, the company started a program called Ramly Stall, which is overseen by Ramly Halal Mart Sdn Bhd. This program is meant to provide opportunities to the small business community, while at the same time allowing customers to enjoy cooked burgers at a cheaper price



anywhere, anytime. However, the designated stallholders have to abide by the rules of the program, one of which prohibits them from selling competitors' products through the stalls provided by RAMLY. As the cost to set up a stall is quite small, the number of RAMLY stalls is steadily increasing across the country. The challenge now for RAMLY is to ensure that communication with these stall operators is managed effectively so that the stalls continue to reflect the company's image. Hence, it is important that open lines of communication exist between the stallholders and RAMLY's management.<sup>22</sup>



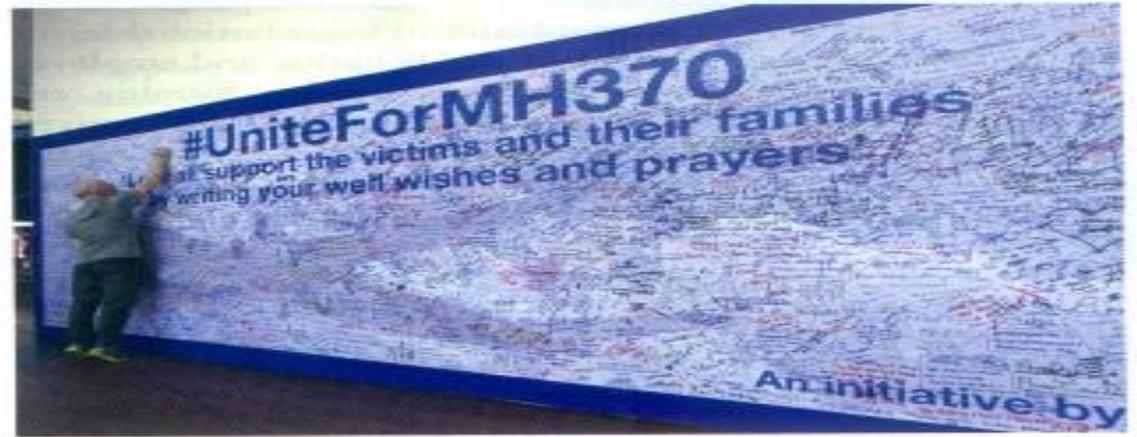
## debating point

### ARE SOCIAL MEDIA SITES GOOD COMMUNICATION CHANNELS?

In any organization, effective communication is essential to ensure a smooth flow of accurate information between the management team and lower-level staff and other stakeholders. Effective communication exists only when the message is understood by the intended recipients. The inability of an organization to share vital information can put its future at risk. As technology becomes more and more sophisticated, companies are increasingly using social media for sharing, collaborating, and networking. This has resulted in improved internal communication. No doubt, online social media tools facilitate the free flow of information and fill the gap; the downside is that the information is not always truthful or reliable.

The disappearance of Malaysia Airlines Flight MH370 caused many speculations not only in Malaysia, but all over the world. The Boeing 777-200ER aircraft bound for Beijing had departed Kuala Lumpur on Saturday, 8 March 2014 at 12:41 a.m., and was supposed to arrive at its destination at 6:30 a.m. the same day.<sup>84</sup> The flight was carrying 12 crew members and 227 passengers of various nationalities. The last confirmed communication between the plane and a satellite was at 8:11 a.m. Malaysian time on 8 March. On 24 March 2014, based on the analyses done by various credible sources, the Prime Minister of Malaysia announced that the aircraft had ended its journey in the Indian Ocean.<sup>85</sup>

Between these two dates, there were heated discussions about the missing plane on social media platforms such as Facebook, Twitter, YouTube, and Instagram. People all over the



world seemed to be competing to be the first to share what they assumed to be the latest information available on the status of the flight. This resulted in information overload and there were many instances where messages were distorted which created uneasiness among family members of the passengers and crew. It made the process of conveying information more challenging for the airline and the Malaysian government, which continued to provide confirmed or verified information through regular press conferences in their effort to contain the situation. The public were reminded to rely only on formal media channels for the latest information relating to the missing plane.

## PERGINYA SEBUAH HARAPAN

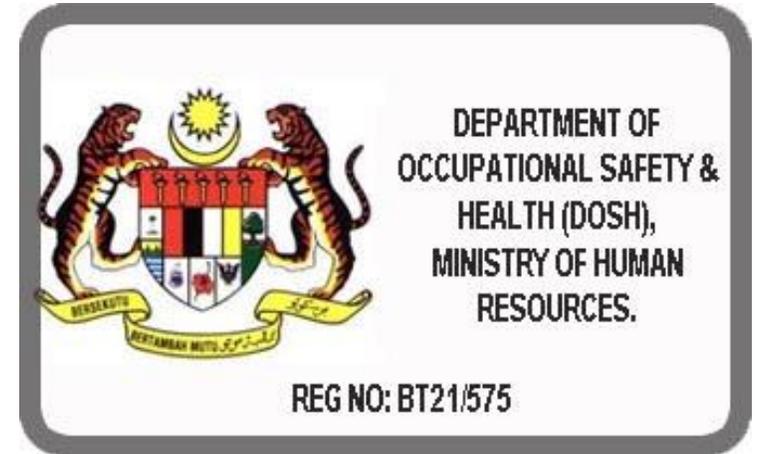
Siti Zaleha binti A. Rahim (szaleha.ar@mohr.gov.my)

Mardzlah binti Ahmad Hanafiah (mardzlahmad@mohr.gov.my)

### Prolog

9 April 2010; 04:20 pm, Tapak Pembinaan Terminal Pengangkutan Bersepadu Sektor Selatan, Bandar Tasik Selatan

Dunia terasa seakan berhenti, Sapri tidak menghiraukan keadaan sekeliling. Dia sendiri tidak sedar bagaimana dia turun daripada perancah tempat dia bekerja. Yang pasti tangannya pantas mengalihkan rangka-rangka perancah yang tumbang kerana matlamatnya hanya satu; mendapatkan Hanafi. Tubuh kaku Hanafi dipeluk erat, airmatanya meluncur laju seederas hujan yang turun pada petang itu. Terasa panasnya darah yang mengalir daripada kepala Hanafi. Tiada lain yang terbayang dimatanya selain wajah sayu dan redup ibu bapa Hanafi serta adik-adiknya. Sebagai anak sulung, dan dibesarkan dalam keluarga yang sederhana, dia dan Hanafi sepakat merantau ke ibu kota mencari rezeki bagi membantu keluarga. Putuslah sudah tali tempat keluarga Hanafi bergantung. Entah berapa lama tubuh kaku Hanafi berada dalam pelukannya sebelum dibawa ke hospital oleh ambulan yang tiba. Hanya pandangan kosong dengan sejuta sesalan mengiringi jenazah Hanafi. Telefon di tangan masih dipegang, kerana dia masih mencari kekuatan untuk memaklumkan kepada keluarga Hanafi.





# TRANSFORM TO PERFORM

DAHLIA ZAWAWAL, ZAINAB KHALIFAH, NORAZLYN KAMAL BASHA & M. WAFFI MUHAMMAD

UNIVERSITI PUTRA MALAYSIA

## CASE SYNOPSIS

This case is regarding an oil and gas organization. As a corporation that is constantly challenging itself towards outstanding improvement, the organization had always welcome change. The recent burning platforms experienced had resulted the organization to move towards transforming itself into a high performance organization through various actions including cultivating high performance culture, managing a sustainable growth, and conveying trust and stewardship. This case allows readers to discuss the applications of business and management theories in the context of an organization. It also provides the opportunity for readers to further provoke on the selected issues and propose critical recommendations.

## LEARNING OUTCOMES

At the end of the training, the trainees are expected to be able to:

- Identify and prioritize the key issues relating to change in the organizational transformation;
- Identify the aspects of culture relevant to the organizational transformation; and
- understand the impact of a leaders' styles, decisions and actions in organizational transformation.

## SUGGESTED QUESTIONS

This case intends to answer three specific questions:

- What are the key issues found relating to change in the PCB transformation?
- What are the aspects of culture found to be relevant in the PCB transformation?
- How can leaders' styles, decisions and actions affect the PCB transformation?

**TARGET AUDIENCE** This case was designed for the Business and Management module used by undergraduate students, postgraduate students, and/or relevant training participants.



## RELEVANT THEORIES

This case is appropriate for a variety of courses, including Human Resource Management, General Management, and Organizational Behavior. Reviewing information on the causes of problems of the organization will allow students to debate the various arguments or opinions found regarding the business context.

## LATEST DEVELOPMENT

When this case was written, the organization was nearing the end of its current stage of transformation and was seen to be in accordance to the schedule. The year 2017 marks the beginning of a new phase, which is a continuous effort towards sustainable, safe, reliable and competitive organization.



~CASE 8<sup>9</sup>~

### CREATING IMPACTS IN BUSINESS THROUGH INNOVATIONS IN EUREKA EFEKTIF SDN BHD

Eureka Efektif Sdn Bhd has established their presence as one of the preferred pipeline maintenance solutions provider five years after the enterprise's inception in the oil and gas industry. Years of hard work, dedication and commitment alongside with reputable and strategic partnership with foreign players had proven that the enterprise was able to provide with 'best in class' quality, delivery and services. This suited their vision in providing innovative, efficient, quality and cost-effective pipeline maintenance solutions to the oil and gas industry by meeting the best safety standards.

When Eureka first started their business, the focus was more on representing foreign enterprises exclusively in Malaysia, meaning the enterprise was merely an exclusive agent distributor for foreign partners ranging from Germany, Norway and United Kingdom. At that time, the business model was quite simple, which was working for commissions for the services provided on pipeline inspection (or better known as "intelligent pigging") and pipeline specialised maintenance solution for oil and gas industry. It was not until 2010 to 2015 that the enterprise started having their own field service people to assist all these foreign partners until it reached a time when the foreign partners started sending only their tools and one of their specialists while the rest of the services were conducted by Eureka's people. The realisation that by representing foreign partners exclusively in Malaysia the business was only confined within Malaysian market only had given way to the innovations happening between 2015 to 2017. The reason of this limited prospect was because all these foreign partners would eventually appoint other agents from Thailand, Indonesia and the like making it difficult for the enterprise to penetrate the global market.

Thinking that the best way to expand their business was via **creating their own products and services**, Eureka manufactured their very own version of cleaning pigs in their factory in Bangi. The process of planning, designing, preparing for the manufacturing pelan, and testing the production of the product took almost a year. Design Engineer, Production Supervisor, and a production manager experienced in material polyurethane were hired to come out with the formulation, selection of the raw material, and the machine. It was only on November 1, 2015 that the first production took place. Between 2015 and now the enterprise had basically covered about 70% of the Malaysian market share for this product.

Although the technology for the cleaning pig was already there for quite some time, the business was mostly dominated by the Europeans and the Americans. Even until today, there were about probably 10 active big enterprises worldwide producing such product to cater to the global oil and gas industry. Based on the team's experience, and with Eureka's design the cleaning pig was improved further to cover what was lacking previously. Because they understood the business very well, the enterprise had not opted for the premium design, but had stuck to a design that could cater to most of their oil and gas clients. The design for both the mechanical specification, and equipment were invented based on the PETRONAS technical standards, and of course the team's own experience.

<sup>9</sup> Case 8 shares a story on effect of product and process innovation.

~CASE 9<sup>10</sup>~

### GOVERNMENT SUPPORT TOWARDS INNOVATION FOR SPIRIT AEROSYSTEMS MALAYSIA SDN BHD

Spirit AeroSystems Malaysia Sdn. Bhd. manufactures and distributes aerostructure parts and assemblies in the aerospace industry. The enterprise is founded in 2007 and based in Subang, Selangor, Malaysia. It is established out of a need for expansion and growth at the enterprise's U.K. facility. Since its opening, Spirit AeroSystems Malaysia continued to expand its operations, boost capabilities and ramped up production of aerostructure products for some of the world's premier aircraft OEMs. The 350,000 sq. ft. facility, which was part of the enterprise's overall expansion of manufacturing operations in Malaysia helped to accommodate the increasing production rate and volume of work statement on aerostructure assemblies for commercial airliners.

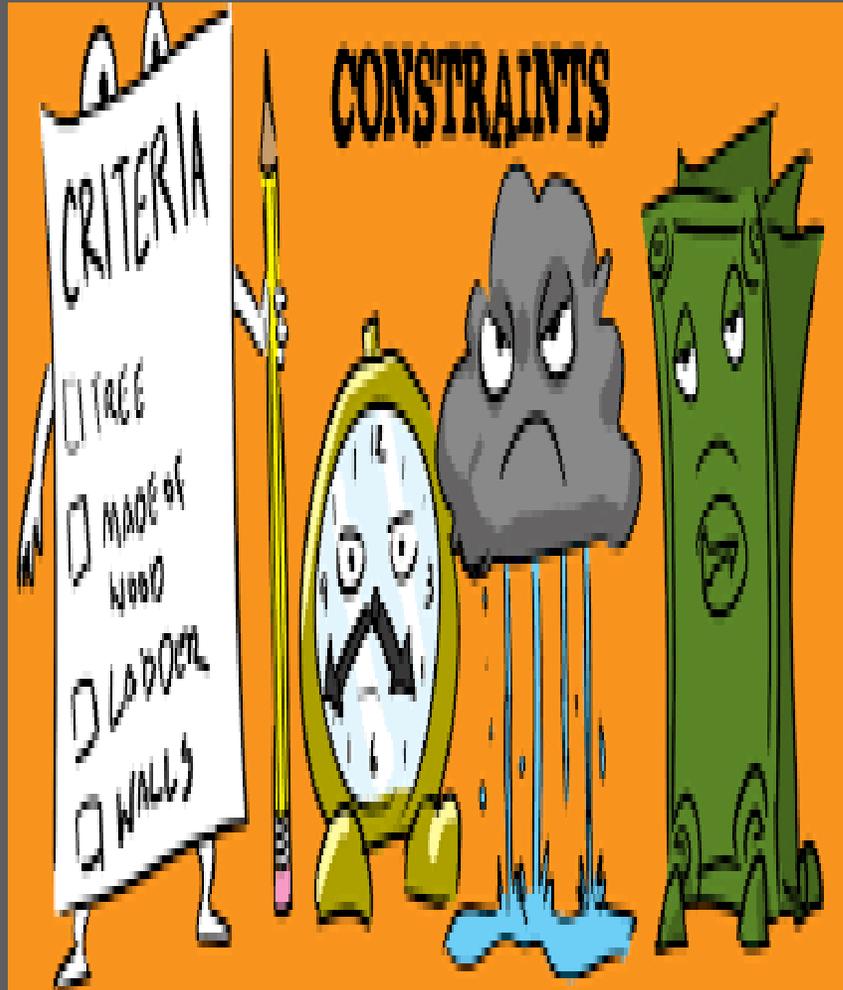
Spirit AeroSystems Malaysia had officially opened its new 60,000 sq. ft. logistics centre within the same area in 2018. The overall facility was designed in such a way that it provided a variety of manufacturing, engineering and support functions. Initial products manufactured in the facility included a number of composite sub-assemblies principally for the Airbus single-aisle aircraft. In addition, the facility also provided design and stress services for the A350 XWB leading edge. In time, more contracts were awarded due to Spirit AeroSystems Malaysia's strong performance in delivery, quality, safety and cost. Since profitability depended on the enterprise's ability to reduce cost per unit of their products, continuous improvement and innovation were focused on the effort to improve productivity, quality and cost. The local team in Spirit AeroSystems Malaysia was given full reign or freedom in managing utilities, manpower, and consumable items efficiently.

As more volume of work came in, one of the challenges was in maintaining and optimising the utilisation of the existing warehouse space. An expansion of the warehouse was not preferred as that would incur cost and reduce return on investment. Instead, continuous re-planning and re-layout had been the preferred approach. The idea was to reduce the space occupied by existing work so that additional work could occupy the vacated space. Similar innovation also occurred within the logistic department as they **innovate towards maintaining competitive cost in the utilisation of sea containers** through the variety of shipping boxes designed for each product. At times, the design of the boxes would be specifically tailored to match the product to the space available in the containers while at the same time ensuring their safety.

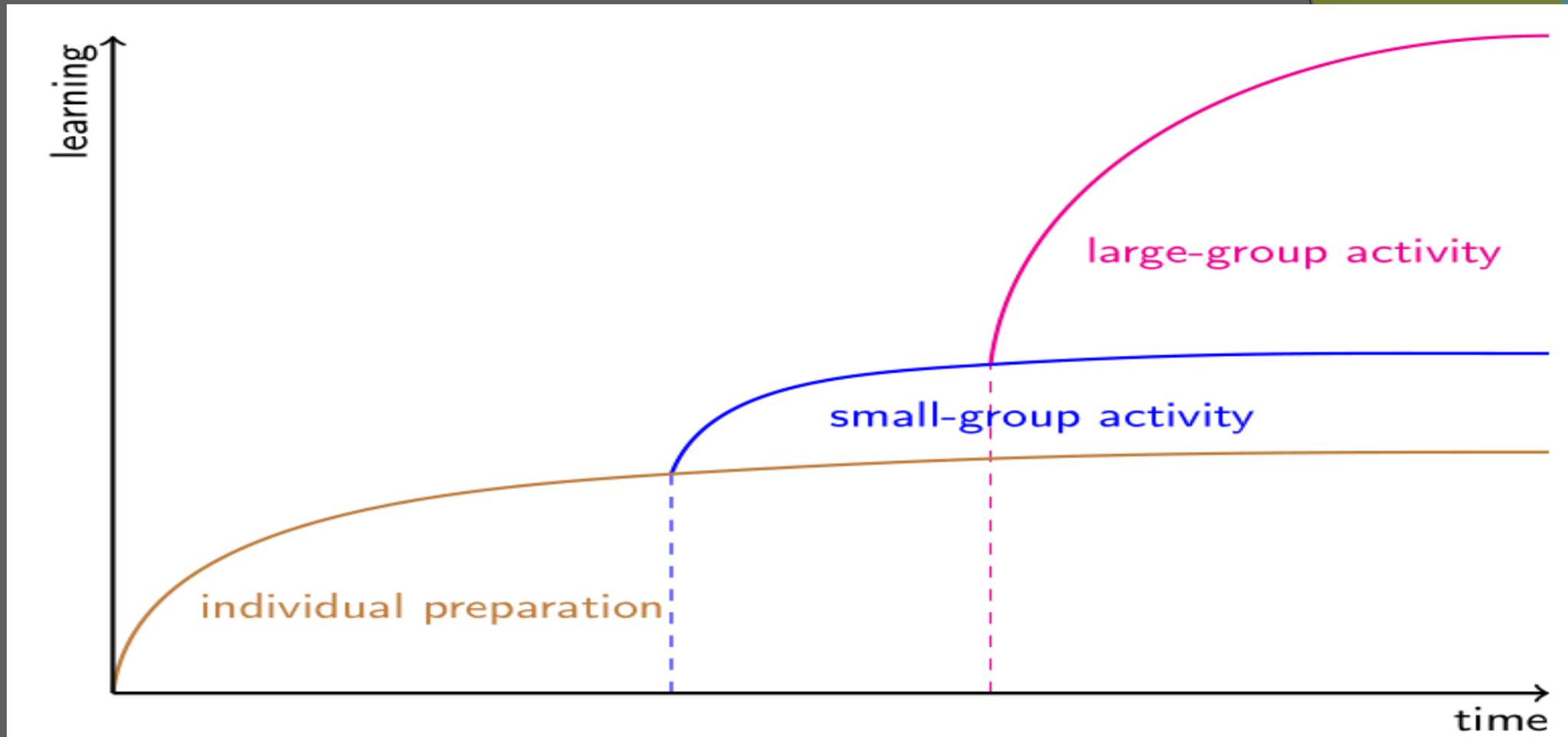
**Innovation in manufacturing process** in collaboration with the Aerospace Malaysia Innovation Centre (AMIC) was one of the enterprise's most significant research and technology (R&T) projects in 2017. AMIC was founded and championed by the Malaysian Industry-Government Group for High Technology (MIGHT) to substantially improve the commercial success of aerospace research and development projects undertaken in Malaysia. AMIC had contributed to R&T projects with Spirit AeroSystems Malaysia and assisted in **securing government grant** from the National Aerospace Industry Coordinating Office (NAICO) under the Ministry of International Trade and Industry (MITI). For example, a two-year project (2017-2019) focusing on developing and

<sup>10</sup> Case 9 shares a story on government support for innovation.

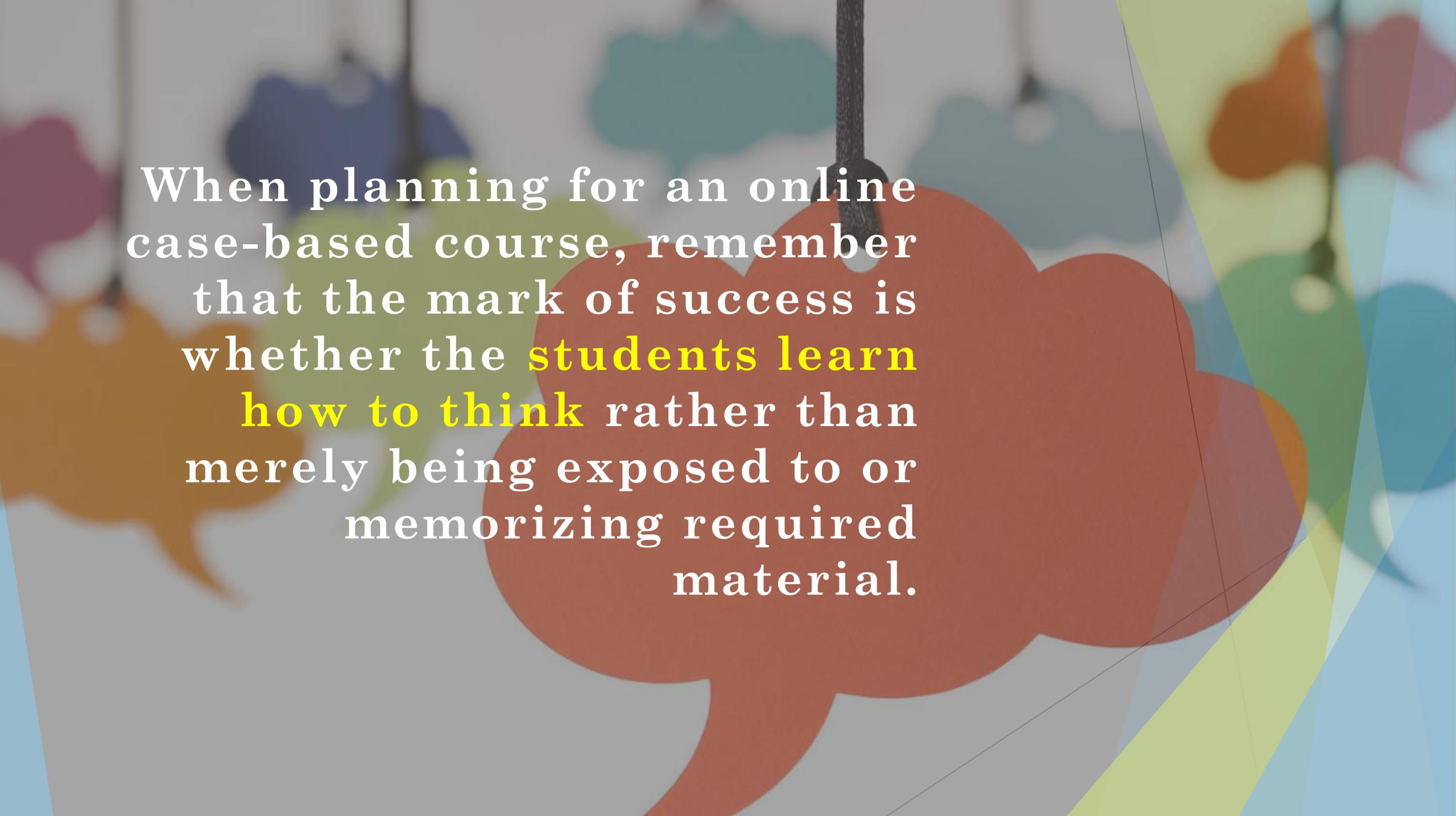
# CONSTRAINTS



- ❖ Time
- ❖ Class size
- ❖ Facilities available
- ❖ Uncertainty of outcome



# THE THREE-STAGE LEARNING PROCESS



When planning for an online case-based course, remember that the mark of success is whether the **students learn how to think** rather than merely being exposed to or memorizing required material.

# TIPS ON TEACHING WITH CASES ONLINE

- ❖ **Plan** interactions in detail.
- ❖ Electronic interaction leaves **electronic traces**—see them as a resource!
- ❖ **Effort required** early in the course will vary depending on the online experience of you and your students and the tools used.
- ❖ **Establish the minimum** (and perhaps **maximum**) level of effort you expect from students.
- ❖ Arrange the **communication plan**.
- ❖ The **design and conduct** of the course will differ based on the types of students.
- ❖ In many courses, you can **combine synchronous and asynchronous** elements. Spending time lecturing synchronously in an online course is wasteful. Better focus on the interaction.

# PREPARING A CASE FOR ONLINE TEACHING

- ❖ An excellent starting point for an online case teaching plan is to think about the chunks (or pastures) of the discussion, sequencing them according to their relative importance and complexity.
- ❖ Then choose or design the questions you would use to introduce or motivate those discussions.
- ❖ In synchronous sessions, be generous with time for each pasture to allow for time lag in the system and the lack or lower fidelity of nonverbal signals, which can slow transitions from one speaker to the next.
- ❖ You may also need to spend more time creating a sense of community among the students
- ❖ In some cases, you can predict many of the case issues that will arise, and you could have slides ready for them.
- ❖ Leveraging the learning management system – use chats, forums, quizzes, assignments

# RUBRICS AS AN ASSESSMENT TOOL IN TEACHING CASE – ORAL PRESENTATION

Case Analysis - Oral

	Traits	Performance levels				Total Weightage
		Poor (1 2 3 4)	Fair (5 6)	Good (7 8)	Excellent (9 10)	
1	<b>Identification of the main issues/problems</b>	Identifies, labels and understands only minimal issues, and the problems/questions are irrelevant.	Identifies, labels and understands some issues from a few different chapters, and the problems/questions are somewhat relevant and diverse.	Identifies, labels and understands most main issues from a few different chapters, and the problems/questions are mostly relevant and diverse.	Identifies, labels and understands all main issues from a few different chapters, and the problems/questions are all relevant and diverse.	20%
2	<b>Analysis of the issues</b>	Incomplete analysis of the problems/questions.	Superficial analysis of some of the problems/ questions in the case.	Thorough analysis of most of the problems/questions.	Insightful and thorough analysis of all the problems/questions.	20%
3	<b>Comments on effective solutions</b>	Superficial comments and at times inappropriate solutions to some of the problems/ questions.	Superficial comments about solutions to some of the problems/ questions.	Appropriate, well thought out comments on solutions to most of the problems/questions.	Well documented, reasoned and pedagogically appropriate comments on solutions to all problems/questions.	20%
4	<b>Links to concepts on course materials or additional materials</b>	Incomplete research and links between the problems/questions the material read in class.	Limited research and links between the problems/questions and the material read in class.	Good research and documented links between the problems/ questions and the material read in class	Excellent research into the problems/questions with clearly documented links to the material read in class and possibly additional material.	10%
5	<b>Non-verbal communication</b>	Exhibits very poor body language. Does not have any eye contact with the audience and appears to avoid the audience.	Makes eye contact with the audience at times. But the behavior is not consistent.	Makes good eye contact with the audience. The body language is good.	Makes excellent eye contact with the audience. The body language is pleasing.	10%
6	<b>Appropriate use of visual aids</b>	Uses visual aids very poorly and the use interferes with the presentation	Uses visual aids but not very effective in aiding the presentation. The usage distorts the presentation at times.	Uses visual aids effectively. The usage of technology flows with the presentation.	Uses visual aids very effectively. The usage enhances the quality of presentation.	10%
7	<b>Grammar &amp; vocabulary</b>	Has very poor choice of words and makes numerous grammatical errors.	Uses acceptable words and makes few grammatical errors. These errors do not interfere in understanding the presentation.	Has good choice of words and makes very few grammatical errors.	Has excellent choice of words and makes no grammatical errors.	10%

# RUBRICS AS AN ASSESSMENT TOOL IN TEACHING CASE – WRITTEN WORK

Case Analysis - Written

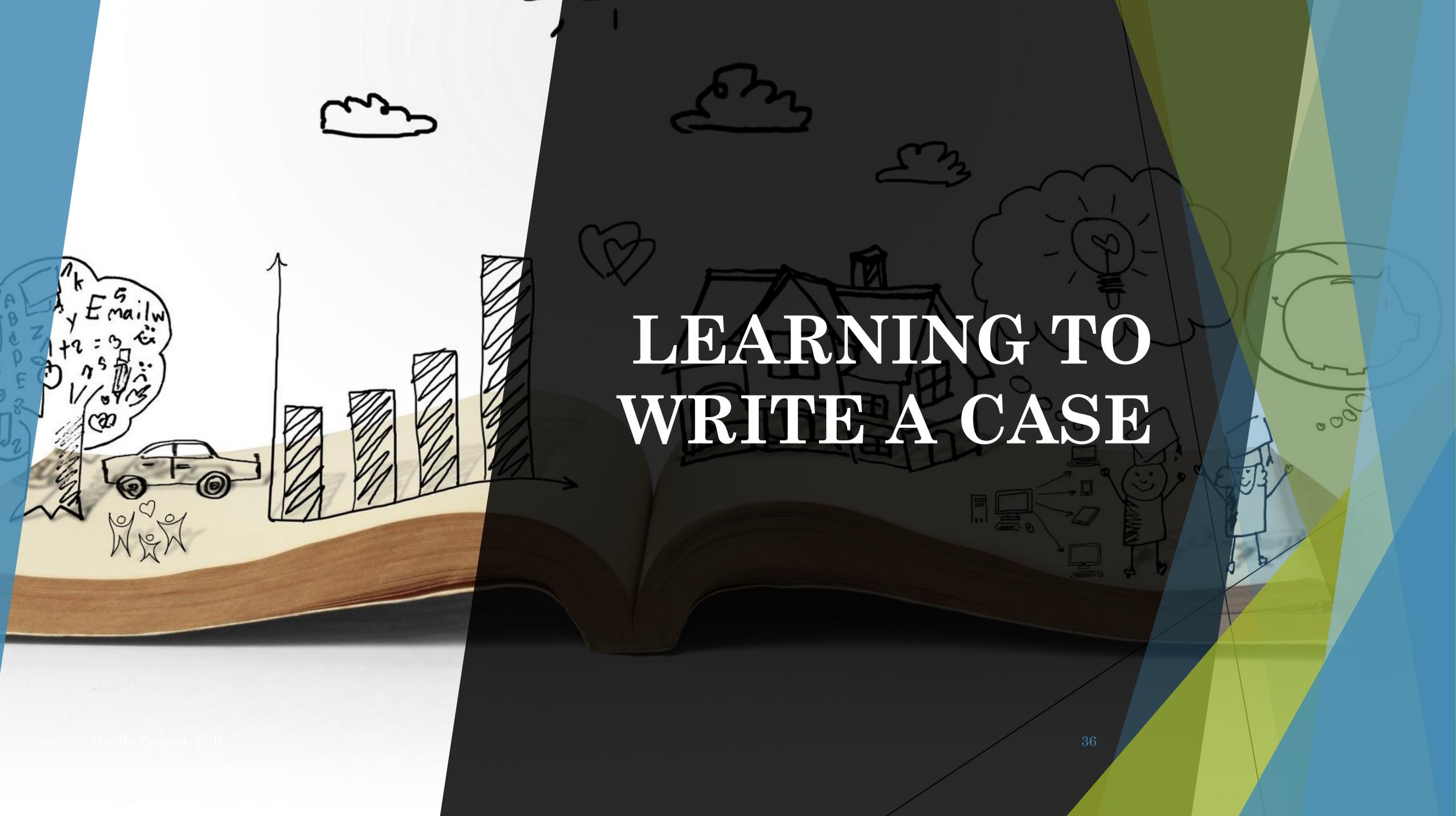
	Traits	Performance levels				Total Weightage
		Poor (1 2 3 4)	Fair (5 6)	Good (7 8)	Excellent (9 10)	
1	Identification of Issues	Has not addressed the issues or addressed them inappropriately.	Has addressed few issues and some major ones have been omitted.	Has addressed most of the major issues and some minor ones have been omitted.	Has addressed all the major and minor issues.	20%
2	Presentation of Case Facts	Has not presented the facts clearly.	Has presented few facts but major facts pertinent to the case have been omitted.	Has presented most of the important facts but some minor facts have been omitted.	Has presented all the facts comprehensively.	20%
3	Presentation of Data	Data presented are insufficient to analyze the case.	Some data are presented but inadequate.	Good quality data are presented and yet inadequate to analyze the case.	Very good quality data are presented and able to analyze the case comprehensively.	10%
4	Identification of Alternate Options	Has not identified alternate options to address the issues or identified inappropriate options.	Has identified few alternate feasible options.	Has identified most of the alternate feasible options.	Has Identified most of the feasible options and demonstrated creativity and ability to integrate various concepts in creating options.	20%
5	Evaluation of Options – Qualitative / Quantitative	Has not evaluated correctly; evaluation is not in line with the facts of the case and the criteria.	Has evaluated adequately; some are not in line with the facts of the case and criteria.	Has evaluated correctly and is in line with the criteria and the facts of the case.	Has evaluated correctly and is in line with the criteria and the facts of the case; uses the data creatively to uncover information.	20%
6	Writing Style	The style is sloppy and is difficult to read because of the sentence structures and grammatical errors.	The style is adequate; but there are errors in many places.	The style is smooth, easy to read, and grammatically correct in most of the places; there are minimal errors.	The style is smooth, easy to read, and grammatically correct.	10%

# RUBRICS AS AN ASSESSMENT TOOL IN TEACHING CASE – CLASSROOM DISCUSSION

Rubric for Classroom Discussion

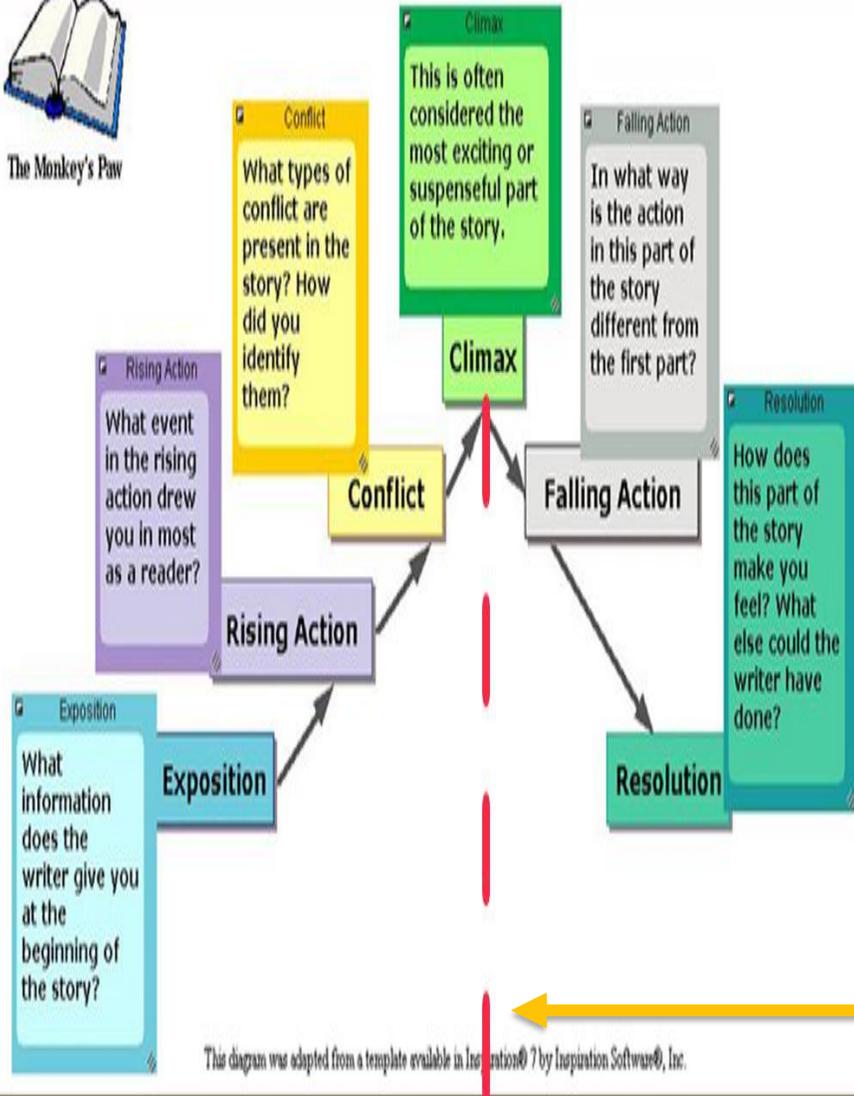
Task Description: Depends on the assignments given.					
Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
<b>Level of Engagement</b>	50%	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis</li> <li><input type="checkbox"/> Actively engages others in class discussions by inviting their comments</li> <li><input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made</li> <li><input type="checkbox"/> Effectively identifies and summarizes main points</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis</li> <li><input type="checkbox"/> Often engages others in class discussions by inviting their comments</li> <li><input type="checkbox"/> Challenges the accuracy and relevance of statements made</li> <li><input type="checkbox"/> Identifies and summarizes main points</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions</li> <li><input type="checkbox"/> Sometimes engages others in class discussions</li> <li><input type="checkbox"/> Sometimes has an understanding of main points</li> <li><input type="checkbox"/> Identifies and summarizes some of the main points</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fails to contribute to class activities</li> <li><input type="checkbox"/> Fails to invite comment/opinions from other students</li> <li><input type="checkbox"/> Demonstrates little understanding of main points</li> <li><input type="checkbox"/> Does not identify or summarize main points</li> </ul>
<b>Preparedness</b>	50%	<ul style="list-style-type: none"> <li><input type="checkbox"/> Always prepared for class with assignments and required materials</li> <li><input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Usually prepared with assignments and required materials</li> <li><input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seldom prepared with assignments and required materials</li> <li><input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently unprepared for class</li> <li><input type="checkbox"/> Expresses no relevant foundational knowledge</li> </ul>

# LEARNING TO WRITE A CASE



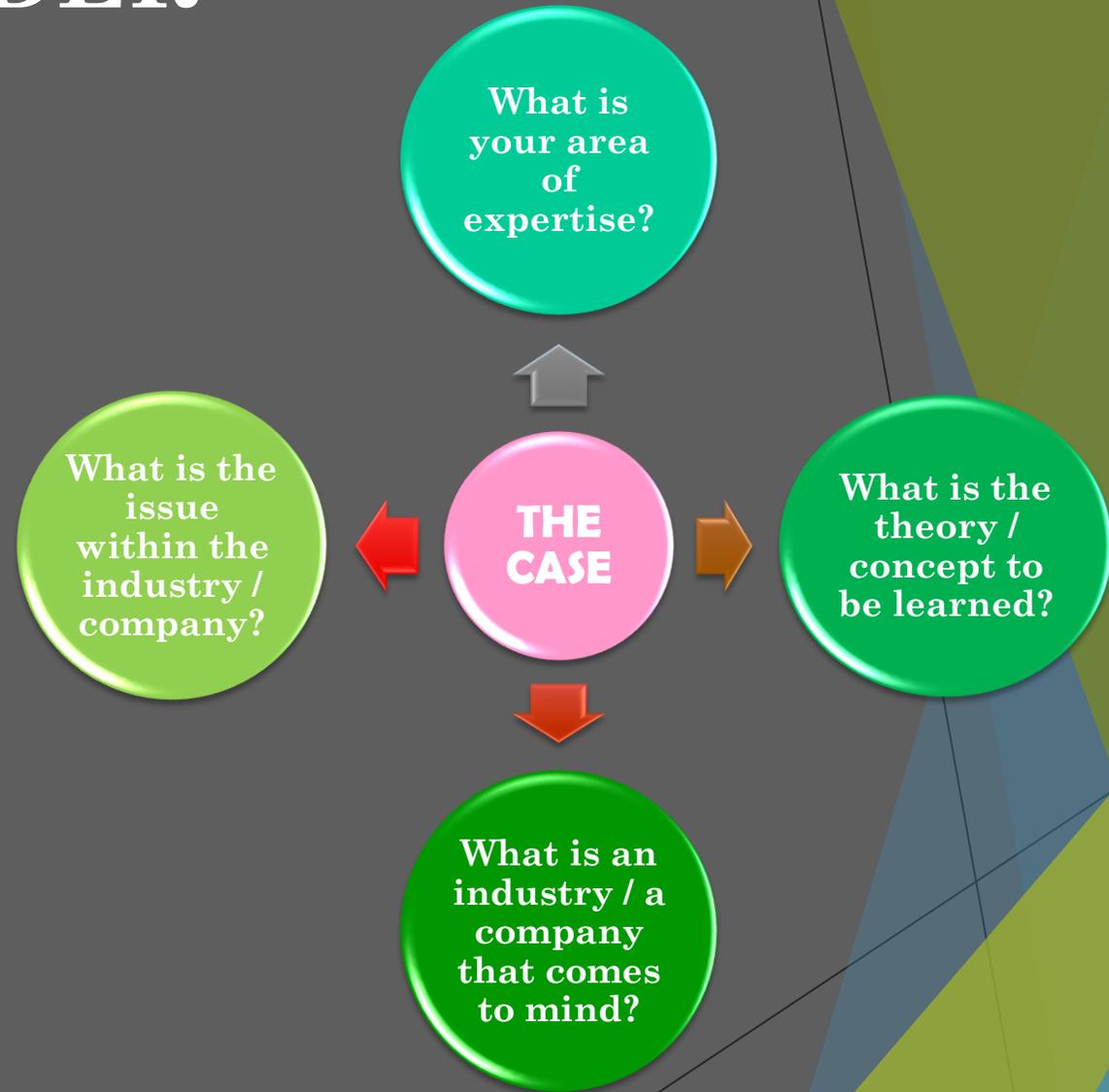
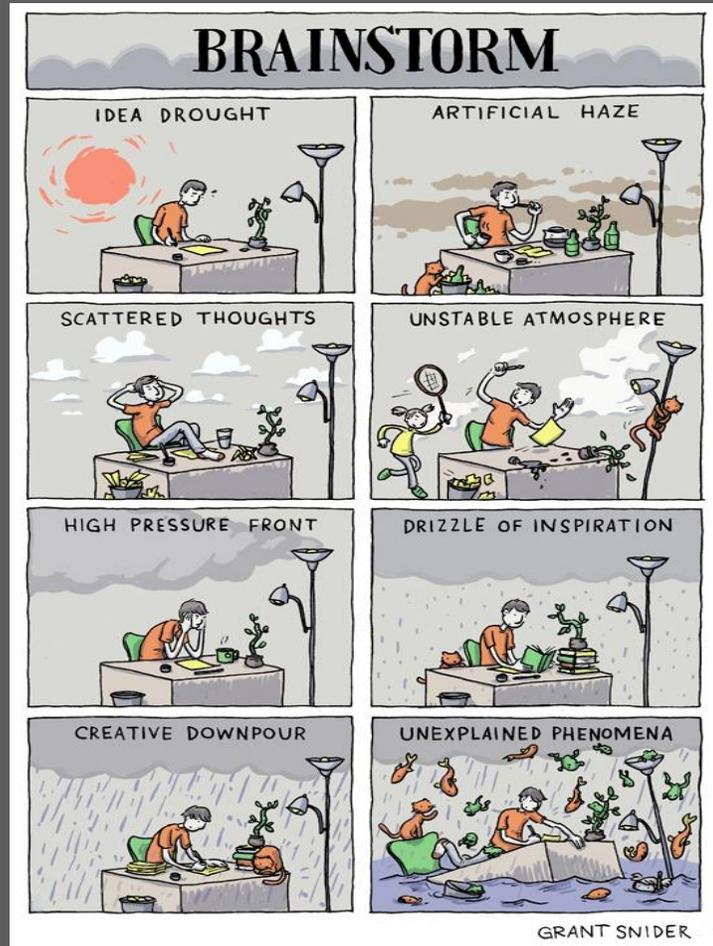


The Monkey's Paw



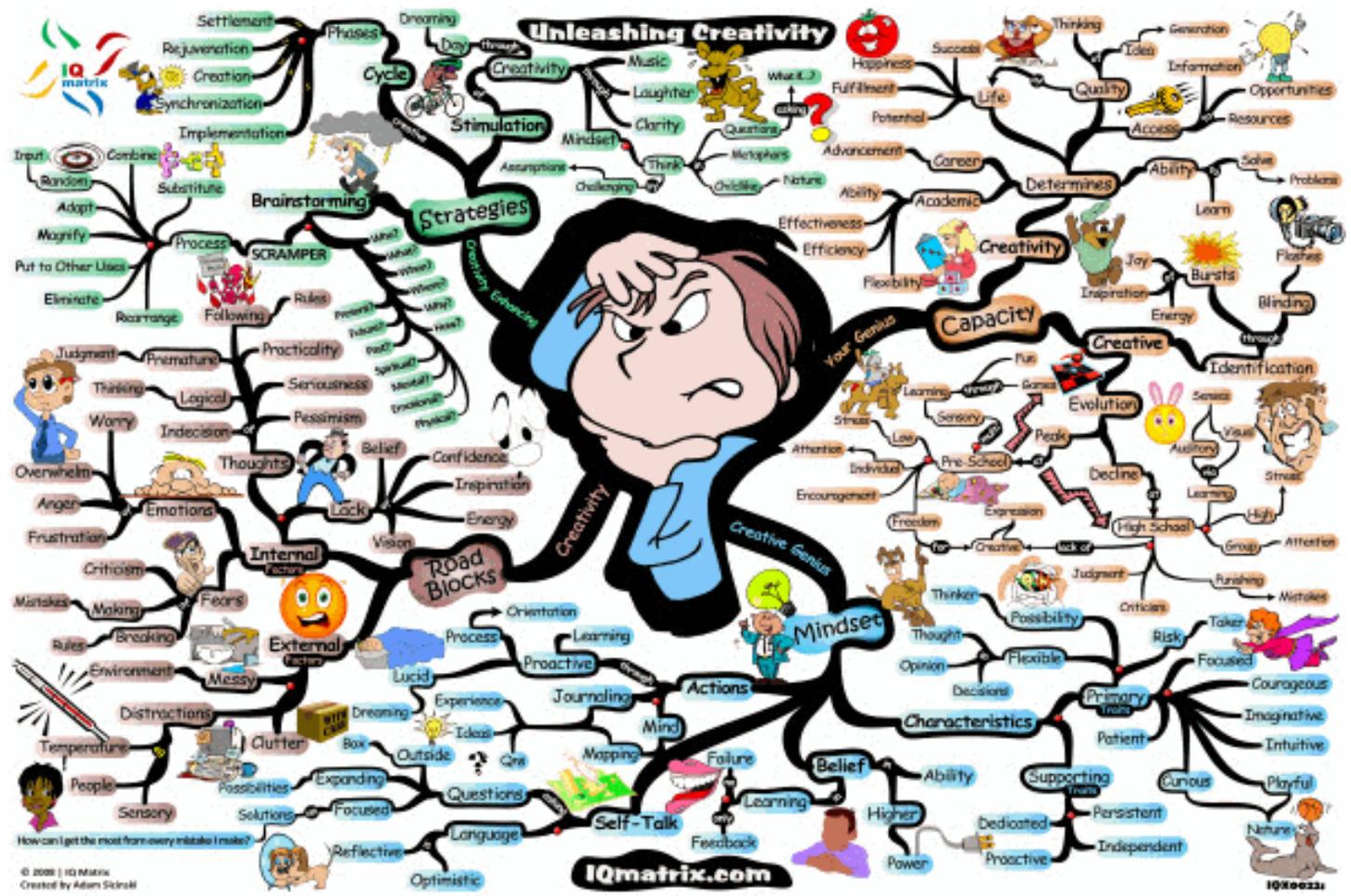
- ▶ It has **sufficient detail** to enable the reader to picture what is being described, whether events or people or relationships.
- ▶ A case also has a **theme** or a message – something for the listener or reader to take away and continue to think about once the story has ended (the morale of the story).
- ▶ Like any story, a case has **a beginning and an end**. But here, the end is in Part II.

# THINGS TO CONSIDER



# ELEMENTS TO BE CONSIDERED IN DATA GATHERING

- ▶ Identify the **major issues** in the situation and those which need to be highlighted in the case. A background of the organization, **its situation and characters** should be included in the case as it is relevant and useful in providing a perspective for the case analyst. Usually this description follows the opening paragraphs on the major issues in the case.
- ▶ The **nature of information** from secondary and primary sources and their sequencing in the text.
- ▶ **Essential aspects** to be included in the text, versus explanatory and supportive information to be put in **exhibits or appendixes**.
- ▶ A **sequencing of items** to provide for easy reading and comprehension, unless the purpose of the case suggests otherwise.



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By the very nature of qualitative enquiry, ethics plays an important role

- ▶ Be careful when asking probing questions
- ▶ Be aware that information you receive should not be acted on...
- ▶ Be aware that you, as a researcher, can share information with the interviewee that can have consequences
- ▶ Collection can put the researcher at risk

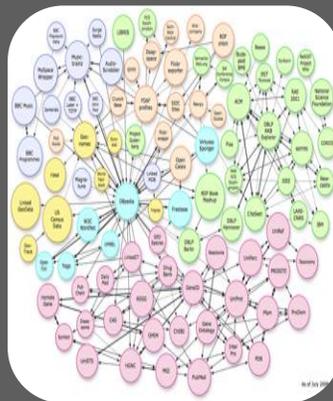
# ETHICS

# GENERAL PRINCIPLES OF A CASE

- Tell an **engaging** story
- Stir **emotions**
- **Realistic** to learners
- Make us **care** about the characters
- **Raise learning issues** important to the curriculum

# CASE WRITING PROCESS

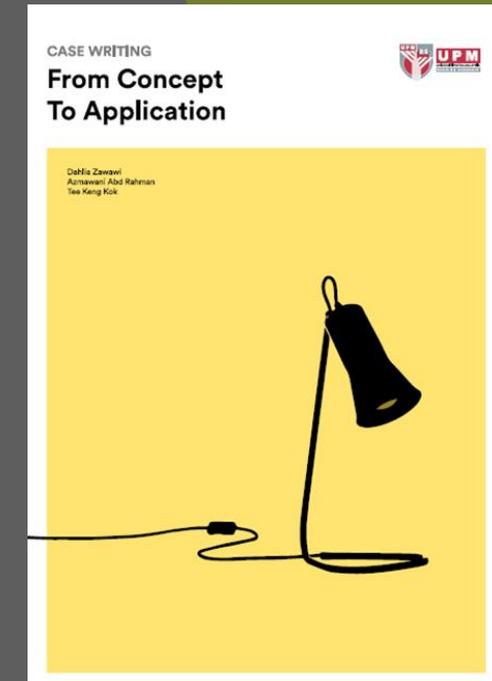
*Research-based*



# PREPARATION

1. **DEVELOP** a theme
2. **PLAN** (whom to meet, what to focus)
3. **KNOW** the company and industry
4. **REVIEW** documents (e.g. annual reports of the firm for the past 3 – 5years)
5. **LIBRARY** search on firm
6. **COMPILE** view of the industry from **PUBLIC** sources
7. **REVISE** the theme (if necessary)

KEYWORDS	RELEVANT QUESTIONS
<b>Issues</b>	How many issues are there? How complex are the issues? Are the issues introduced through the case or already known to the reader?
<b>Problems</b>	What are the main problems? Are the problems hidden or given away?
<b>Analysis</b>	What methods are appropriate for the analysis of the case? What concepts or theories are used in the analysis?
<b>Presentation</b>	How long is the case? How readable is the case? What diagrams, tables or other supplementary materials are to be included?
<b>Closure</b>	What are the possible solutions to the case? What unresolved problems remain?



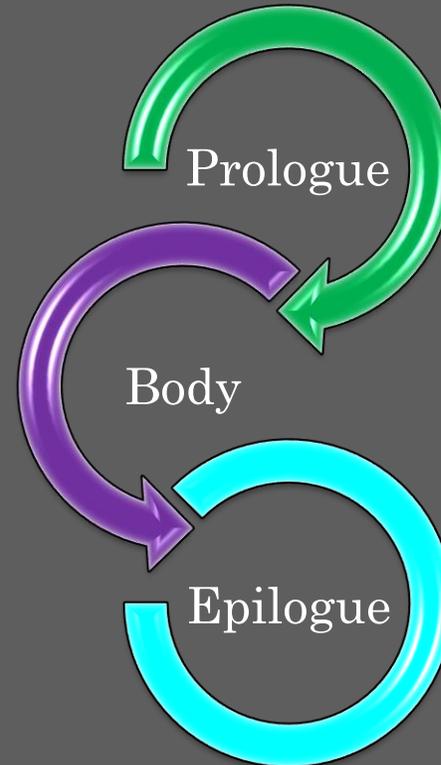
# MIND MAPPING A CASE

# THE NEED FOR APPROVAL

- ▶ Guarantees that the case writer has in fact gone to the field – not an “arm chair” case
- ▶ Authenticates the story – saying that the situation is accurately and fairly portrayed
- ▶ Grants permission to use the case for educational purposes – teaching and publication
- ▶ Helps maintain positive relations between the educational institution and the organizations

# CASE TEXT STYLE

- ▶ Narrative – 3<sup>rd</sup> party
- ▶ Script type – e.g., drama style
- ▶ Dramatization – novel-type
- ▶ Mixed



# WRITING THE PROLOGUE

- i. Short and to point, introduce the nature of the issue of the case.
- ii. Sets the scene for the reader in term of characters and their roles.
- iii. Establishes the context of where and when, and the degree of urgency of the problem.
- iv. Provides clues to the reader about the level of difficulty of the case.
- v. Attracts the attention of the reader.

9 am; 15 October 2005

“Dad!” The sound of her 6-year old daughter Karmila shouting shocked Mr Bala. In a panic, he rushed to the next room and found Karmila looking straight at the wall. Slowly she looked at him. “Who drew this line on my wall?” she demanded. Confused, Mr Bala turned to the said wall. He was surprised to see that it was not a line drawn after all. Instead, it was a crack expanding from the bottom of the wall towards the ceiling. He later found that there were similar cracks between doors as well as on the top of the window. He had been living in this house for more than two years and never saw such a crack before. It looked like as if last night the house was badly shaken by an earthquake. Worried about the safety of the house and his family, Bala phoned his brother and asked him to take the family to his house for temporary shelter.

# PROLOGUE SAMPLE 1

Source: Jaafar, M.S., Huat, B.B.K., Norzaei, J., Hejazi, F., Kok, S.T and Zawawi, D. (2011). My Home, My Paradise in Case Study: A New Teaching-Learning Method in Civil Engineering. Bujang B.K. Huat, Zainal Abidin Mohamed and Arfah Salleh (Eds.), UPM Press: Serdang, 27-59.

## Food sellers, restaurant owners say operations badly affected by water crisis – Bernama –

The water woes occurring in Selangor over the past two months have taken their toll on food stalls and restaurant operators across the state. Muslim Restaurant Operators Association (PRESMA) President Noorul Hassan Saul Hameed said over 600 members of the association had lodged complaints that their businesses were badly affected by the water crisis. "Now we have to spend between RM300 and RM500 a day just to purchase clean water, as well as disposable plates and cups," he told Bernama when contacted today.

The water rationing plan in Selangor was implemented last month when the water treatment plants in Cheras Batu 11 and Bukit Tampoi were forced to stop operations after the ammonia content in the raw water rose to a dangerous level. Yesterday, Selangor Menteri Besar announced that the state government would announce further decisions on the water rationing plan next week.

Noorul Hassan said as restaurant operators, they were badly burdened by the water woes. "Although the water rationing plan is being implemented, problems still exist because in some restaurants, toilets have to be closed up to two days during dry taps. "When the water supply is restored, the water is usually murky and yellowish in colour. How can we use this water? The quality of our food will be badly affected," he said.

Noorul Hassan said PRESMA had issued a memo to all its members to use disposable plates and cups to minimise the use of water. He said the crisis also proved that the state government had failed to manage the state's water industry, which also affected the state's economic growth and foreign investment. Meanwhile, Federal Territories Malay Hawkers and Petty Traders Association chairman Ahmad Selamat said the water crisis had also affected over 5,000 hawkers and petty trader in the city. "The water woes have clearly cut at least a quarter of the monthly income of hawkers and petty traders in the city, especially in Wangsa Maju, Cheras, Bandar Tun Razak and Batu here.

"I really hope that this water crisis will end soon because these hawkers and petty traders are depending solely on the income from their businesses. Don't let the water crisis force them to close shop," he said. Ahmad said instead of pointing fingers and making excuses, the state government should come up with a long-term plan on how to solve the crisis and prevent any recurrences. – Bernama, April 24, 2014.

Source: <http://www.themalaysianinsider.com/malaysia/article/food-sellers-restaurant-owners-say-operations-badly-affected-by-water-crisi>

# PROLOGUE SAMPLE 2

Source: Zawawi, D. (2014). Where is my Water? Unpublished Case Study, Perdana Leadership Foundation.

10<sup>th</sup> September 2007; Residence of Human Resource Manager of Kenari Group

At 5.30 am, Mr. Kamal was awakened by the shrill sound of his handphone. The number displayed showed that it was the head office calling. He was still feeling groggy when he greeted the voice on the other line.

Mr Kamal: Yes...

Rajah: Mr. Kamal, this is Rajah from the main office. I called to inform you that at about 4.30 am today, one of our buses, ABC1234<sup>1</sup> travelling from Malacca to Penang met an accident.

Mr Kamal was now totally awake. He immediately sat on his bed.

Rajah: The bus had 29 passengers. The accident resulted in the death of 20 of its passengers excluding the driver. Another 8 passengers were seriously injured. You are needed immediately to be at the head office to respond to this accident Sir.

<sup>1</sup> ABC1234 is an arbitrarily selected registration number. It does not resemble any specific bus, any specific motor vehicle or to any particular traffic collision.

10<sup>th</sup> September 2007; 05:00 am; km 301 near Gua Tempurung, Perak

Amer sat on the ground, staring thoughtlessly to the horrific scene of blood, jumbled bodies and shattered glasses in front of him. The accident happened so fast that it failed to fully register in his mind. Everywhere he looked, he saw people; fire-fighters, policemen and even civilians who had stopped by to help, running and shouting in the effort to find and help as many survivors as they could. He could see seats from the buses scattered on various parts of the highway. They must have been dismantled and thrown out of the bus due to the impact of the crash. Several seats were still occupied with bodies. He also heard that there were more bodies trapped in the bus. The bus, yes, he had boarded the same bus to go back to his hometown for a few days with his family. He had been working hard for the last few months and he thought he deserved a rest, away from the city. He could not have imagined how heartbroken his parents would be if he were to die here, on this highway. Suddenly, he felt the need to get up and joined the rescue people....and he did.

# PROLOGUE SAMPLE 3

Source: Radin Sohadi, R.U., Voon, W.S., Hambali, Z. and Zawawi, D. (2011). A Death Trip in Case Study: A New Teaching-Learning Method in Civil Engineering, Bujang B.K. Huat, Zainal Abidin Mohamed and Arfah Salleh (Eds.), UPM Press: Serdang, 161-172.

Hi All,

In view of the upcoming company trip held from April 19 to April 22, 2008, kindly note that we have outlined two key objectives which we aim to achieve through this event:

1. To instill and encourage a strong sense of 'togetherness' in AVRON,
2. To promote a firm sense of belonging to the organization and a "One AVRON" mindset.

In line with this, it is imperative that we have your absolute dedication and time during the entire course of the trip and your active participation in all the sessions that we will have planned for you.

As such, we strongly urge you to treat this company event as exclusive whereby invitations are not to be extended to spouse and family. You could however extend your stay if you wish to do so - with approval from your respective managers and have your spouse or family join you in New Zealand after the 22nd April.

We trust that you will collaborate with us to enable the achievement of the said objectives and benefit positively from this event.

Thanking you in advance for your kind cooperation.

P/s. For any extension/ deviation of flights from the main group flights date, there will be some surcharge/ deviation fees ranging from RM200-RM350 (estimate) which is to be borne by you. The appointed travel agent will confirm the amount in due time.

Mr Bakar, the Managing Director of AVRON Malaysia, just finished writing the e-mail and was now in the process of sending it to his employees. A moment later, a message appeared on his screen: E-mail has been sent on Friday, March 30, 2008 12:38 PM.

# PROLOGUE SAMPLE 4

Source: Zawawi, D. and Johari, J. (2009). The Clock is Ticking, Asian Journal of Case Research, 2(1), 16-27.

# WRITING THE BODY

## ➤ **Structure**

### **Time Structure:**

- a. Make it clear when events took place.
- b. Use dates rather than words such as currently, recently, now.
- c. Use past tense.
- d. Create a sense of urgency.

### **Narrative Structure:**

- a. Check for confusion in event chronology.
- b. Maintain consistency (people, data, etc.).
- c. Maintain the flow of an unfolding story.
- d. Avoid an anti climax.

# WRITING THE BODY

**Expository Structure** (*where the purpose is to inform, describe, explain, or define the author's subject to the reader; usually nonfiction*):

- a. What the author wants to make explicit to the readers.
- b. What do you want them to discover from their own analysis and / or discussion of the case ?
- c. Minimize giveaways.
- d. Provide some clues/hints.
- e. Include the relevant information.
- f. Include also the irrelevant information if necessary.
- g. Consider including both quantitative and qualitative information.

# WRITING THE BODY

## Plot Structure:

- a. Case should have an element of drama to develop and maintain interest.
- b. Create characters and ensure the relevancy of each characters' roles.
- c. Disguise realistically, if necessary.
- d. Inject reasonable dramatic effects.
- e. One or more issues to be resolved.
- f. Issues must be significant enough to capture reader's attention.
- g. Minimize subjective judgments (judgmental, emotional).
- h. Be wary of bias.

RULES		REASON
<b>RULE 1</b>	Use active voice over passive voice	To ensure clarity in understanding the case
<b>RULE 2</b>	Use <b>PAST TENSE</b>	To confirm that everything written in a case has passed
<b>RULE 3</b>	Avoid jargons, abbreviations and invented words; use plain simple English	To ensure clarity in understanding the case
<b>RULE 4</b>	Ensure <b>REALISM</b>	To increase the credibility of the author
<b>RULE 5</b>	Avoid redundancy	To minimize giveaways
<b>RULE 6</b>	Create clear paragraphs / Avoid long sentences	To ensure clarity in understanding the case
<b>RULE 7</b>	Avoid topic sentences in the paragraphs	To minimize giveaways
<b>RULE 8</b>	Use adjectives sparingly – e.g. small, old, red, round, etc.	To minimize giveaways
<b>RULE 9</b>	Be wary of adverbs modifying the adjectives – e.g. unexpectedly, equally, etc.	To minimize giveaways
<b>RULE 10</b>	Report sources of data appropriately	To ensure the authenticity of the case
<b>RULE 11</b>	<b>TEST</b> the case in a group	To confirm the intended message to the readers

# CASE WRITING CONVENTIONS





# WRITING THE EPILOGUE

- ▶ Sets the sense of urgency about the problem or decision.
- ▶ Summarizes the key issues implicitly.
- ▶ Leads the reader to think about the problem and solution.
- ▶ Presents a set of questions which are related to the objectives of the writer (optional)
- ▶ Does not close the case but opens the discussion.

Mr Bakar was very worried. This latest resignation resulted in a total of four turnovers in AVRON Malaysia within the last 6 months involving one junior consultant and three experienced senior consultants. Mr Bakar just realized that the management had trouble in finding the replacements of the senior consultants who had left due to lack of resources with relevant experience in the current market. In doing so, the management had depended a lot on the ones who stayed including Nazlee, giving them more workload than before. Mr Bakar did not want to lose the company's projects to his competitor and he was very desperate at the moment as there were still a few important projects lined up to be completed by June 2008. He knew that in SAP HR Consultancy line, the failure of a company in completing the contracted projects could mean its demise. Once AVRON Malaysia was not able to live up to its promises, the clients would turn to the competitors. In addition, the client for the project in Canada served as one of the company's cash cow. Failure to complete it would mean a severe breach to their relationship. AVRON had been keeping an eye on AVRON Malaysia's performance and Mr Bakar knew he had to think fast on the solutions.

## EPILOGUE SAMPLE 1

Source: Zawawi, D. and Johari, J. (2009). The Clock is Ticking, Asian Journal of Case Research, 2(1), 16-27.

PDX Building  
8 January 2018

Overall, the implementation of PDX's transformation programme was on track and addressed holistically covering the elements of people and culture, work process and systems, and assets to ensure sustainability. Azim was about to switch on his notebook when the phone rang. The soft voice at the other end extended an invitation for a short discussion on the way forward in the next two days. En Arif's secretary further provided expectations from the top management for that discussion. After conveying the message, she informed Azim that a specific date and time would then be fixed with his own secretary. The notebook was now left untouched. Azim closed his eyes. The way forward was always something that he wanted to secure. However, he knew that the challenges staring at him and his team now were nothing compared to what awaited him in the future. As he walked out of his office that day, he was pondering on an important question, "What can I do better and different tomorrow?" The answer to this question was critical to his session with En Arif later.

## EPILOGUE SAMPLE 2

Source: Zawawi, D. (2018). The Leadership Call. Unpublished Case Study, Petronas Leadership Centre.

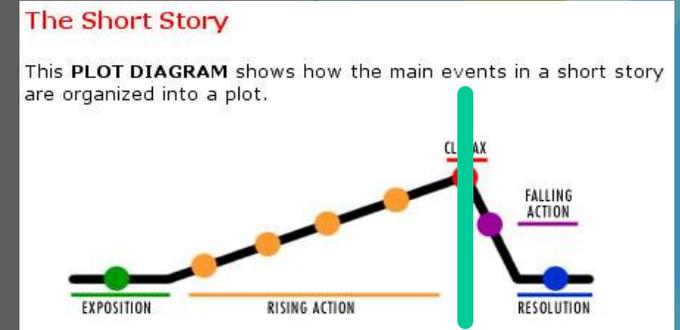
# TEACHING GUIDE



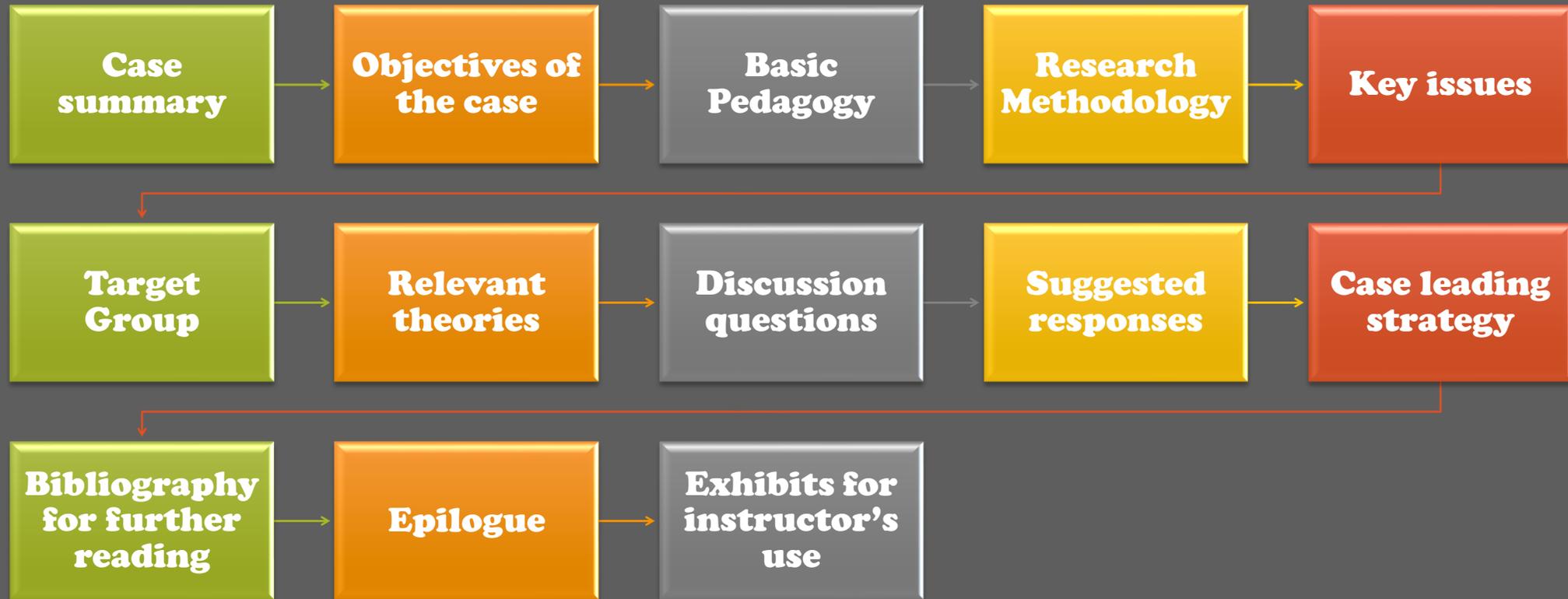
A teaching note is the **instruction manual of the teaching case** that it accompanies, and therefore meets the likely needs of the faculty who intend to use case studies in their classes.

The quality of the teaching note is closely linked to the actual teaching of the case in the classroom, since it offers meaningful **step-by-step guidance** for fellow instructors, without any additional research.

Teaching note communicates the **writer's wisdom**.



# OUTLINES OF A TYPICAL INSTRUCTOR'S GUIDE



# BASIC PEDAGOGY

- \*Course: e.g. Human Resource Management
- \*Level: e.g. college undergraduates
- \*Position in the course: e.g. early – an introduction/end – because of its complexity
- \*Prerequisite knowledge needed: e.g. Maslow's Hierarchy of Needs Theory

► Under this sub-heading, information is provided on the methods incorporated in the data collection. A good case is based on research – personal observations, interviews, public documents, or all three. If materials from published sources were also included, this should be noted in the form of citations and references.

# RESEARCH METHODOLOGY

# RELEVANT THEORIES

Example:

Leadership is defined as the ability to influence, motivate, and enable others to contribute toward the effectiveness of the organizations of which they are members. Over time, a number of theories of leadership (Source: McShane, S., & Von Glinow, M. (2017). *Organizational Behavior* (8th Edition). New York: Irwin/McGraw-Hill) have been proposed, including:

- i. Competency Leadership Theories
- ii. Behavioral Leadership Theories
- iii. Contingency Leadership Theories
- iv. Transformational Leadership Theory

Competency theories infer that personal characteristics that lead to superior performance in a leadership role (e.g. skills, knowledge, values). The emerging view discovered several competencies now identified as key influences on leadership potential and of effective leaders. In addition, transformational leadership theory has also been applied extensively here. Not surprisingly, the role of leadership is critical in the context of organizational change and transformation. A study found that transformational leaders can help shape employee affect so employees stay committed to the change and do not perceive it as stressful.

Source: Md. Sidin, S. and Zawawi, D. (2017). *Kuantan Mars: The Red Mud Dilemma*. Unpublished Case Study, UNIRAZAK Case Conference.

# DISCUSSION QUESTIONS

Example:

1. Based on this case, list out all contributing factors to the causes and to the outcomes (high number of fatalities) of the case.
2. Organize the factors and causes according to safer road users (driver related), safer vehicles, safer roads, safety management system, and post-crash response. Discuss them accordingly.
3. What is OSHA1994 and how does the Occupational Safety and Health Industrial Code of Practice for Road Transport Activities 2010, JKPP DP(S) 127/379/3-5, Department of Occupational Safety and Health, supports OSHA1994. Search for relevant literature and documents. Discuss the relevance to the case.
4. Analyze the evidence on the road the environment. What does the tyre marks tell? State clearly any engineering principle, references and assumption you applied.
5. Analyze the damage and deformation of the steel barrier at the road shoulder. Should it behave of such? Discuss the types of barrier which is commonly installed and their suitability of use for the present case. Discuss the basic design parameters for W beam rail design in terms of risk coverage, spacing and anchorage for a given test level. What would be the appropriate test level for such highway?
6. Assess the damaged bus. If you are a design engineer of a bus structure, what would you do to make a bus safe? State and discuss the design criteria. Discuss any missing information about the bus, which would be important for the case. How can you retrieve them?
7. Would the post-crash responses, such as those by the ambulance, the fire-fighters, and the police, have any role to play in this case? Please discuss.
8. Based on your findings, what would you recommend to the Kenari Group in order to ensure such an accident will not happen again in the future.

Source: Radin Sohadi,R.U., Voon, W.S., Hambali, Z. and Zawawi, D. (2011). A Death Trip in Case Study: A New Teaching-Learning Method in Civil Engineering, Bujang B.K. Huat, Zainal Abidin Mohamed and Arfah Salleh (Eds.), UPM Press: Serdang, 161-172.

# SUGGESTED RESPONSES

Example:

*For the purpose of this case study, we identify the stakeholders into two; the primary and the secondary stakeholders. Primary stakeholders are those stakeholders without whom a company would not be able to continue its fundamental operations. Groups that are primary stakeholders include shareholders and investors, employees, customers, and suppliers, as well as public stakeholders, such as government and the community. There is a high degree of interdependence among these groups, so serious dissatisfaction, withdrawal from the relationship, or other disruption may threaten the existence of the firm.*

*In this case, the participant should look at two different entities: the State government and Federal Government. Both will have similar stakeholders i.e. the respective shareholders, employees, customer and suppliers. In this case, SYABAS, PNSB, SPLASH, ABASS, KDEB, Perangsong Selangor including all the shareholders, employees, customers and suppliers of the companies; the Federal Government; and the community around Selangor and the Federal Territories of Kuala Lumpur and Putrajaya were the primary stakeholders of the State Government.*

*On the other hand, SYABAS, PNSB, SPLASH, ABASS, KDEB, Perangsong Selangor including all the shareholders, employees, customers and suppliers of the companies; the State Government; and the community around Selangor and the Federal Territories of Kuala Lumpur and Putrajaya were the primary stakeholders of the Federal Government.*

*Note: The ones underlined relate to the evidence from the case study*

*Source: Zawawi, D. (2014). Where is my Water? Unpublished Case Study, Perdana Leadership Foundation.*

# CASE LEADING STRATEGY

► Source: Jaafar, M.S., Huat, B.B.K., Norzaei, J., Hejazi, F., Kok, S.T and Zawawi, D. (2011). *My Home, My Paradise in Case Study: A New Teaching-Learning Method in Civil Engineering*, Bujang B.K. Huat, Zainal Abidin Mohamed and Arfah Salleh (Eds.), UPM Press: Serdang, 27-59.

	<b>Activity</b>	<b>Time allocation</b>
1.	<i>A case is distributed before class</i>	<i>1 week before class</i>
2.	<i>Formation of groups and case discussion</i>	<i>1 week</i>
3.	<i>Group discussion on what needs to be done in order to understand and formulate the problem</i>	<i>1 week</i>
4.	<i>Soil analysis and engineering assessments on the soil settlement</i>	<i>2 weeks</i>
5.	<i>Structure analysis and evaluate the structural integrity/stability</i>	<i>2 weeks</i>
6.	<i>Propose suitable remedial measure to strengthen the soil and rehabilitate the building if required</i>	<i>2 weeks</i>
7.	<i>Prepare necessary drawings and technical report</i>	<i>1 week</i>
8.	<i>Group presentation and discussion</i>	<i>1 week</i>

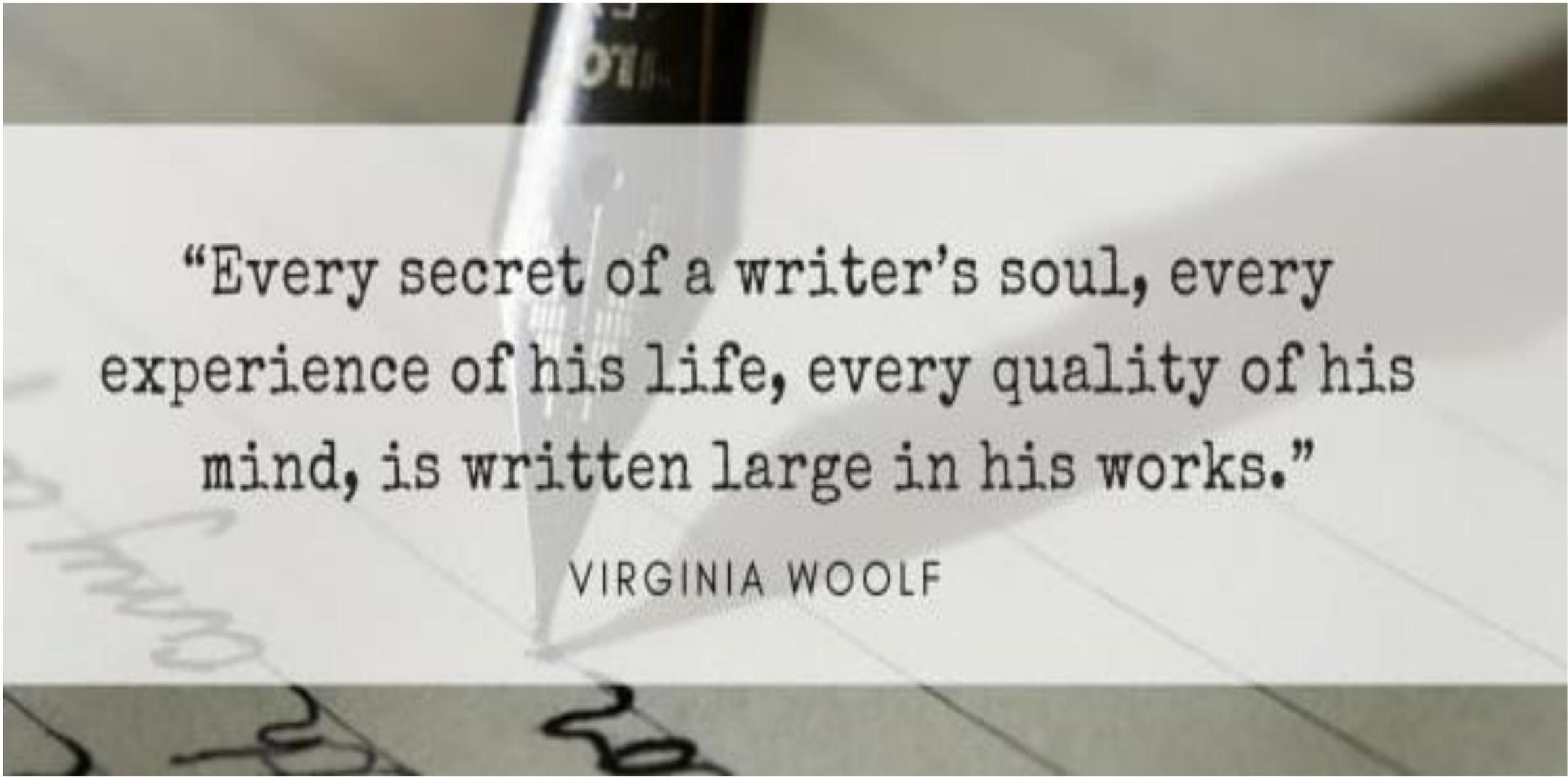
# EPILOGUE – IN THE TEACHING GUIDE

Example:

“On 11 November, 2014, Puncak Niaga Holdings Berhad’s Board of Directors had unanimously agreed to support the decision to dispose its entire 100% equity in Puncak Niaga (M) Sdn Bhd (PNSB) and 70% equity in Syarikat Bekalan Air Selangor Sdn Bhd (SYABAS) to Pengurusan Air Selangor Sdn Bhd (Air Selangor), a wholly owned subsidiary of Kumpulan Darul Ehsan Bhd (KDEB). The decision was made as an amicable conclusion to the protracted negotiation for the consolidation and restructuring exercise of the water industry in the State of Selangor and the Federal Territories of Kuala Lumpur and Putrajaya.”

Source: Syarikat Bekalan Air Selangor (SYABAS). (2011). Retrieved November 3, 2014 from <http://www.syabas.com.my/press-release/water-deal-signed-by-puncak-niaga-holdings-berhad-puncak-niaga-and-pengurusan-air-selangor-sdn-bhd-air-selangor>

Source: Zawawi, D. (2014). Where is my Water? Unpublished Case Study, Perdana Leadership Foundation.



“Every secret of a writer’s soul, every experience of his life, every quality of his mind, is written large in his works.”

VIRGINIA WOOLF

Thank you