



Rayat Shikshan Sansitha's

Karmaveer Bhaurao Patil
Institute of Management Studies
and Research, Satara

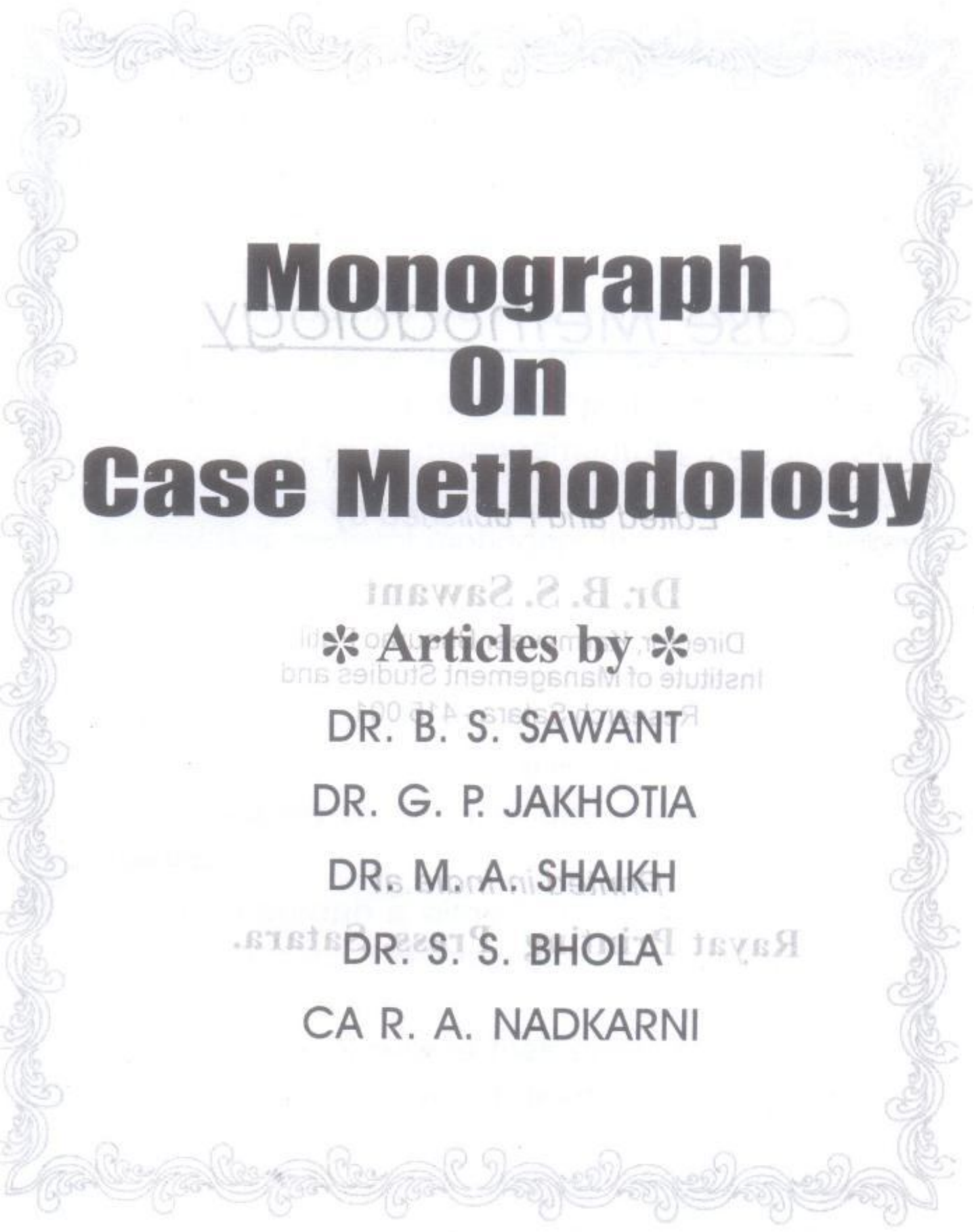
Affiliated to & recognised by Shivaji University,
Kolhapur and Approved by AICTE, New Delhi

Monograph on
Case Methodology

Guidelines for Management Aspirants

KBPIMSR
SATARA

Visit us at : www.kbpimsr.com



Monograph On Case Methodology

*** Articles by ***

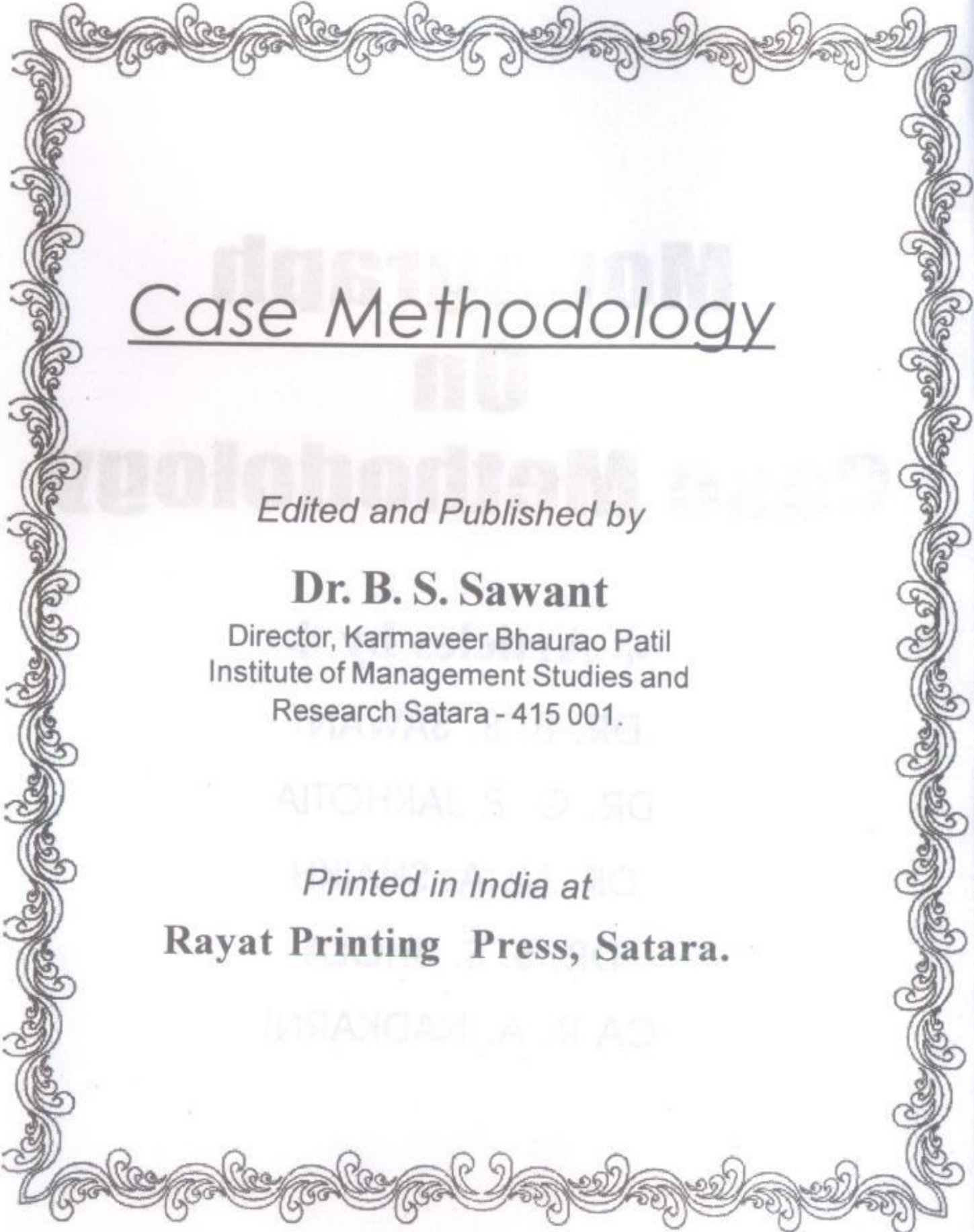
DR. B. S. SAWANT

DR. G. P. JAKHOTIA

DR. M. A. SHAIKH

DR. S. S. BHOLA

CA R. A. NADKARNI



Case Methodology

Edited and Published by

Dr. B. S. Sawant

Director, Karmaveer Bhaurao Patil
Institute of Management Studies and
Research Satara - 415 001.

Printed in India at

Rayat Printing Press, Satara.

- PREFACE -

It gives us immense pleasure to meet you all through this monograph, a sapling of the Institute. We take the privilege to announce that our Institute is soon going to launch and come out with its own in house management journal exclusively devoted for keeping track of all the current trends, happenings and events in the field of management education and training.

Like a spring beginnings of all the great things are small; this monograph is a step in the direction, a step forward to publish annually Institute's own in-house journal which would give a solid platform for improving upon the practice of management, by publishing the best work and contributions from all sources. This would help budding, aspirant managers, the movers & shakers of corporate future in the upper-walks of business to become better executives & leaders. This will also give an opportunity to our students to voice their views, opinions experiences & of-course creative in 'sights. The emphasis would be on publishing the research-based articles, helping students to get the feel of real-life situations.

This monograph is aimed as an introduction to a classic problem-solving technique that has been widely and successfully used by various famous business schools to impart practical skills to their students and to make them exposed to real world situations, the case study. The term Case Study has very wide scope and an attempt has been made to gauge the techniques of developing case study and its role in modern teaching pedagogy in simplified form. The thrust will be on acquainting the trainers and future managers to inculcate the nitty-gritty's of this tool for its effective and efficient use.

This monograph is divided in three parts-viz.

* Introduction : A brief history and life sketch of the great visionary & thinker of his times, Padmabhushan Karmaveer Bhaurao Patil and a profile of Asia's premier educational institution, Rayat Shikshan Sanstha, Satara, founded by him for education of the masses and an Introduction to Karmaveer Bhaurao Patil Institute of Management Studies & Research, Satara.

* Development of the Case Study : The basic intent of this monograph on the case study method is to give the readers an insight into its development. The contents of this monograph are arranged in such a way that it will guide the reader first through the basic requirements of case study and gradually lead to development of case study.

* Case Studies : Actual case studies are also appended to enhance the skills of participants relating to case study solving techniques and their practical application. These interesting and more fascinating cases would surely test and sharpen participant's analytical skills. An article providing guidelines for writing a 'Research Article' is also appended for the benefit of researchers.

The subject 'Case Study' is complex in itself and a genuine attempt has been made in this monograph to present it in simpler form and gradually explain the phases in the development of Case Study; an example on Case Study and practicable solution being the culmination. There has been a heavier emphasis on case studies as the pedagogy for imparting management education and training all over the world today. Hence an attempt has been made to expose participants to the inner & finer aspects of case study method. It is hoped that the monograph will serve the need of scholars in the field.

Dr. B. S. Sawant
Editor

- ACKNOWLEDGEMENTS -

As many readers would appreciate that it takes more than just the authors to transform ideas, thoughts & experiences into readable document of any kind, this monograph is not an exception. We wish to acknowledge the efforts of the people who have helped us to bring this wonderful dream in reality.

We would like to express our deep sense of gratitude towards Dr. N. D. Patil, Chairman, Prin. Dr. A. S. Bhoite, Secretary, Dr. Anil Patil, Member Managing Council, and Prin. Dr. K. H. Shinde, Joint Secretary (Higher Education), Rayat Shikshan Sanstha, Satara for their continuous encouragement, support and guidance.

This monograph has moved through various drafts and has been finalized through consistent efforts and assistance of many people. We would like to acknowledge efforts taken by Shri. V. S. Bhandiwad for finalizing the draft and value addition.

We owe special thanks to all teaching and non-teaching members of Karmaveer Bhaurao Patil Institute of Management Studies and Research, Satara for their support & cooperation. But for the scholarly efforts of the contributors to the monograph, our idea would never have been materialized. We express our debt of gratitude to them.

Our heartfelt thanks are due to the Manager of the Rayat Printing Press and his entire staff for transforming manuscript into this monograph effectively. We expect that students and scholars would benefit from this monograph. We wish that it would serve as a guiding factor to them in their endeavors in management.

Although the words in the monograph are set in print, applications from the concepts expressed here continue to develop. Therefore, any comments or suggestions relating to this may be e-mailed to kbpimsr_satara@rediffmail.com or mba.kbp@gmail.com or mailed to, The Director, Karmaveer Bhaurao Patil Institute of Management Studies and Research, Chh. Shivaji College Campus, Satara -415001.

- CONTENTS -

1. Karmaveer Bhaurao Patil and
Rayat Shikshan Sanstha, Satara. i - xi
2. KBP Institute of Management Studies
and Research, Satara. xii - xvi
3. Case Writing and Case Teaching
- Dr. Girish P. Jakhotia 1 - 3
4. Case Study : Methodology
- Dr. Sarang S. Bhola 4 - 22
5. How to Write a Case
- CA R. A. Nadkarni 23 - 31
6. Writing a Research Article
- Prin. Dr. M. A. Shaikh 32 - 40
7. Cases in Management
- Dr. B. S. Sawant 41 - 47
8. Anne:ure CASE :
The Ethical Dilemma 48



KARMAVEER BHAURAO PATIL AND RAYAT SHIKSHAN, SANSTHA.

Karmaveer Bhaurao Patil born on 22nd September 1887 in a small village in Maharashtra State (Kolhapur District) was a renowned educationalist and a radical social reformer of outstanding stature. Although hailing from a hard orthodox family, he not only refused to bow down before the religious dictates but he also fought against the caste based distinctions and such other fanatic customs which were beyond reason of logic.

This progressive and reformist stance of Bhaurao was experienced right from his school days, as he was known to have revolted against anything that was just traditional, sacrosanct, and superstitious of fanatic. During the same period he had a fortune of coming under direct influence of the kind of Kolhapur, Chattrapati Shahu Maharaj, who was a staunch advocate of social equality and was a great promoter of education for the backward communities of Maharashtra, to lift them up from the low level of ignorance and helplessness, in which they had found themselves for centuries. King Shahu's influence strengthened Bhaurao's Convictions. Other great social reformers from whom he drew his inspiration were Mahatma Jyotirao Phule and Maharshi Vitthal Ramji Shinde. He had a deep respect for the works of Dr. Babasaheb Ambedkar and St. Gadge Maharaj.

Bhaurao believed that the genesis of the most of the social evils such as inequality-both, social and economic, caste based distinctions between man and man, undesirable traditions and superstitions, lay in the ignorance of the masses. He, therefore, decided to devote his entire life for the

emancipation of the masses through education and founded the Education Society in 1919, which he named as "The Rayat Shikshan Sanstha". He knew, education was the monopoly of the few upper classes affluent in the society and very large section of the society, inhabiting the rural areas, was totally deprived of the opportunity. Hence, Bhaurao started and conducted his mission of taking education to those whom it never used to reach to the village folk.

In the beginning, he opened, for the pupils coming for education from villages, the Hostels, where inmates belonging to the different castes, including the untouchables, were made to live a common family life forgetting thereby the traditional caste distinctions. They were further made to do manual labour for such work as cleaning the rooms and yards, preparation of food, helping the building constructions, farming etc. promoting thereby the dignity of labour.

As the next step in his mission, he took up the programme of opening and running primary schools in villages. For this, he did extensive bare footed traveling treading the remote planes, valleys and hills. His programme received tremendous response from the masses, on the strength of which he could open as many as 578 voluntary schools on behalf of the Rayat Shikshan Sanstha.

Later, in the year 1940, he extended his activities to the field of secondary Education and in the year 1947 to the field of Higher Education. In this entire mission his focus of activities was villages. It was not an easy task, as then, there were no roads to reach the villages, leave aside the other requisite amenities or funds. But still he succeeded, sheerly on the strength of the people confidence in him.

Bhaurao, by such ceaseless toiling efforts, could open and run on behalf of his Sanstha, 26 hostels, 6 Training Colleges, 108 Secondary schools and 3 Colleges of Higher Education, besides, 578 primary school and some other institutions such as “Rayat Sevak Co-op. Society”, Rayat Seva Co-op Stores”, “Laxmibai Patil Shikshanottejak Patpedhi”, etc. during his career as an educationist.

Bhaurao Patil, as an educationist, had his own philosophy of education,” education for giving ability to earn for removing inequality by advocacy of equality, for defeating traditionalism through intellectualism and for condemning white collarism by teaching the dignity of labour, was the philosophy of this great leader.

“Education Through Self Help” is another important feature of Bhaurao’s Philosophy. He had dual intention in advocating this philosophy. Self-supporting education to the poor and needy is the one and inculcation of the sense of dignity of labour and thereby helping to reduce the traditional gulf between the educated elite and the working class of the people, is the other. He therefore, introduced in his Sanstha a novel scheme, “Earn and Learn”. Under this scheme the Sanstha makes the work available, mostly of the nature of the manual labour and the needy students do it and earn to support their education. This scheme has proved to be a boon to the have nots, as they come without a farthing in their pocket and leave with the university degrees in their hands.

Although Bhaurao Patil is mainly known as an educationist of great vision, his other contributions to the social transformation are equally distinguished. He was fervent follower of Mahatma Jyotirao Phule, the great Social reformer of 19th century and an active worker of his

organization, "Satya Shodhak Samaj". The movement of the Samaj was aimed against social discriminations, traditionalism, religious ritualism, domination of upper communities over the lower ones and captive state of women. Bhaurao Patil used to move from village to village for canvassing the movement of Satya Shodhak Samaj, attend its gatherings and give roaring speeches there at. Fighting for the removal of untouchability and also for the rights of the unprivileged and underprivileged was another part of Bhaurao's life mission. The first positive programme he took up in this direction was to keep boys of different communities, including the untouchables in one and the same hostel and make them lead a common family life. This experiment of Bhaurao was not only unique but it was revolutionary as well as it was an open challenge to the traditionalism and casteism that had intoxicated the Indian society almost to the state of madness. This experiment later on became the regular feature of his Sanstha, which is regarded as one of the most prominent organization, promoting the cause of secularism.

Bhaurao Patil, thus, inculcated the spirit of national integrity in the minds of students coming from different strata of the society irrespective of caste and creed. He brought them together in hostels. They lived, ate and worked together!

Apart from this, he was associated with several organizations engaged in the eradication of untouchability. Even, then Bombay Government had nominated him as a member of the advisory Board for Backward class Welfare and also had recognized his Sanstha as one of the voluntary agencies making efforts to eradicate the evil of untouchability. Bhaurao Patil and his Sanstha used to hold gatherings in rural areas, conduct social

and cultural centers and social workers training camps to help this cause. Poverty of rural people also was found to have engaged the attention and utilized the efforts of Bhaurao Patil as he was seen, to have worked for the economic improvement of the rural people, through teaching the farmers, the modern techniques in agriculture, forming co-operative societies etc. Thus, Bhaurao Patil was a complete Leader endowed with vision, compassion, courage and drive.

Bhaurao's noble service to the society and his contribution to the social transformation, naturally, won for him high esteem and reverence from the people and commendatory recognition from the public bodies and Government. He was honored several times, on several occasions and in several ways only of which are listed below :

- The people of Maharashtra conferred on him the deserving title of respect, "Karmaveer". The Hero of Work.
- He was honoured with President's award, "PadmaBhushan" on 26th January 1959.
- The University of Pune conferred on him D.Litt. Honouaris Causa.

After a long devoted, dedicated, distinguished and dazzling career this great soul departed on 9th May 1959. Leaving behind his ever-growing monument in the form of Rayat Shikshan Sanstha.

A small sapling by 1919 has now turned into a big banyan tree! The Rayat Shikshan Sanstha stands today as a premier educational institute in field of mass education, which is now spread over entire State of Maharashtra and the branches in Northern Karnataka. The colleges run by the Sanstha are now affiliated to three premier universities of Maharashtra viz. Mumbai, Pune and Shivaji. People's faith in Bhaurao

was so complete and deep that the Rayat Shikshan Sanstha which he founded could profusely flourish even after his death, which is evident from the present of its branches with 8 Training Colleges, 425 Secondary Schools, 41 Colleges, 81 Hostels and several other ancillary institutions with students beneficiaries numbering about 4 lakhs.

Sanstha conducts the “Ashram Schools” in the service of downtrodden in the most remote areas of Maharashtra and carrying out its educational, social and cultural activities in almost 20 district of the state. In pursuit of academic excellence the Sanstha publishes a Research Journal, exclusively devoted for academic betterment and catering to the needs of scholarly world. The Sanstha has also a separate wing under its fold for preparing the students for various competitive examinations at the State and National Level (MPSE and UPSE) which is popularly known as “Karmaveer Probhodhini.

No wonder, therefore the Rayat Shikshan Sanstha is the pride of Maharashtra.

Rayat Shikshan Sanstha : At a Glance

Teachers' Training :

Anna had a strong conviction about the well-trained teaching resources at the schools. In order to train an effective teacherhood, he established training school at Satara in 1935. This happens to be the maiden educational branch of the Rayat Shikshan Sanstha. Through this, 8 Teacher training schools are being run to evolve effective teaching-learning processes.

He had initiated T.D. (Teachers' Diploma) class in 1948 at Satara. In order to cater the need for the graduate secondary school teacher, in 1955, he established the College of Education at Satara and eventually

started Colleges of Education at various places.

Primary Education :

The institution has started a primary school at Dhondewadi, at Karad Tehsil in 1919. In 1936, it also established a school at Satara in the memory of Late. Rao Bahadur Raoji Ramchandra Kale and opened other schools at various places. In order to provide education to the rural population, the institution, in 1938, started establishing voluntary schools. Primarily, it established such schools in the remote areas of the Western and Eastern Maharashtra and are effectively run by the kind co-operation and support of the local authorities, leaders and social workers. Today, the institution boasts of having 18 schools. This move on the part of the institution has paved the way for the project 'Education for the Masses'. This aspect gives a firm foundation for executing the educational philosophy of Karmaveer Bhaurao Patil.

Ashram Schools :

Pertaining to Karmaveer's principles of education for the down-trodden and sundry population of Maharashtra, the institution started establishing 'Ashram Schools' in the remote and backward places since 1991. Presently, it runs 8 such schools.

Secondary Education :

The institution undertook the mission of secondary education following in the gospels of Karmaveer. It established a free-of-cost Residential school 'Maharaja Sayajirao High School' at Satara in 1940. The pupils had to reside at the hostel and were to carry out manual work that eventually built among them dignity of labour and a sense of independent livelihood. With the changing time, the students found it difficult to come to Satara for

their education. Keeping this in view, the institution decided to open schools at the village places. In 1948, Karmaveer Anna announced opening of 101 secondary schools in memory of Mahatma Gandhi. Now the institution runs 439 secondary schools in 15 districts of Maharashtra and Karnataka State respectively.

Higher Education :

In the pre-independent scene, the students had to travel to Pune, Mumbai, Kolhapur, Baroda etc. to seek higher education which was quite impervious for such students. This situation turned out to be very important for the institution. It established 'Chh. Shivaji College' at Satara in 1947. This free and residential college catered the educational needs of the young and rising generation of Maharashtra wherein students were indoctrinated the gospels of 'Earn and Learn' scheme.

In 1954, the institution started a college at Karad. S.G.M.college, as it is named, happens to be the first college established at the tehsil place in India. The institution runs 41 colleges spread across Maharashtra and these include Arts, Commerce, Science colleges, Engineering College, Law College, Management Institute and Colleges of Education. Out of these 41 colleges, 20 offer post-graduation courses in various disciplines.

Higher Secondary Education :

The government of Maharashtra has accepted the education pattern of 10+2+3 since 1972. Accordingly, the institution now runs 160 secondary schools which offer instruction to XI and XII classes.

Technical Education :

The institution has admitted some students to provide professional education. So, it started offering technical education through some of its

secondary schools. Today, it has installed 21 secondary schools that are well-equipped workshops. It has also made provision for technical and professional education through the segments of Junior college. In 1983, it initiated engineering and polytechnic colleges at Satara. This college has been named after Karmaveer Bhaurao Patil to commemorate his birth centenary. This college also provides P.G. classes in Engineering. Apart from this, it provides short-term professional courses. Today, the institution runs 2 ITIs.

Women Education :

Quite early, Karmaveer realized the need of women education in building the nation. Some of the voluntary schools are run exclusively for girls. Sou. Sharifa Begaum, the wife of the first President of the institution, happens to be a motivating force channalizing women education in the institution. In order to evolve a better and effective teacher hood, the institution, in 1942, established Jijamata Female Teachers' School at Satara. In the same year, Girls' Hostel was established at Satara in memory of Late. Laxmibai Bhaurao Patil. Later, a school in memory of Sou. Bhimabai, the mother of Dr. Babasaheb Ambedkar, was established in 1960. Presently, the institution runs 15 Girls' Hostels, a D.Ed. college, 27 secondary schools and 4 colleges exclusively catering the educational needs of the girls.

Pre-primary Education :

Realizing the importance of the pre-primary education, the institution has started a nursery and nursery hostel at Satara in 1953. Presently, the institution runs 40 nurseries which provide instruction in both Marathi and English.

Adult Education :

The institution has been conducting a variety of activities such as Literacy campaign, social education, Health awareness camps, superstitions eradication movements etc. to enhance the quality adult education.

Branches run on co-operation :

1. Rayat Sevak Co-operative bank Ltd.
2. Rayat Seva Co-operative Stores Ltd.
3. Laxmibai Bhaurao Patil Education Co-operative Credit Society Ltd.

Branches run through the co-operation of the employees:

1. Rayat Shikshan sanstha Sevak Welfare Fund
2. Rayat Shikshan Sanstha Sevak Kutumb Kalyan Yojana

Periodicals : Rayat Shikshan Patrika :

'Rayat Shikshan Periodical' is being published to update teachers with the changing trends in education. Since 1965, 'Rayat Shikshan Patrika' is being channalized and now it is published quarterly and is given the nature of 'House Magazine'.

Rayat Sevak :

This periodical publishes quality literature especially in the disciplines of social and education. This annual periodical acquaints the students, employees and well-wishers with the work of the institution.

Karmaveer Vidya Prabodhini :

Karmaveer Vidya Prabodhini is established primarily to raise the educational standard of the students and helps them evolve their all-round development of personality. It was established in 1974 and it conducts 12 examinations annually in the subjects like science, Mathematics and English. It does also organize essay, recitation, and drawing and Elocution

competitions. It makes economic provision for teachers and professors involved in research activity. It undertakes a variety of projects such as competitive examination Guidance, Speech events, publications, Rayat Talent Search, short term courses, News Paper In Education (N.I.E.), CET coaching classes, teachers training center, foreign education guidance cell, placement cell etc. Apart from this, it also publishes 'Research Journal' bi-annually.

Rayat Printing Press :

The press was installed in 1982. Through this, a variety of necessary material is printed and distributed to the various offices and branches of the institution. It also channalizes the printing processes of all the journals, periodicals of the institution.



KARMAVEER BHAURAO PATIL INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH, SATARA

Karmaveer Bhaurao Patil Institute of Management Studies and Research, Satara (KBPIMSR) has been recently bifurcated from Dhananjayrao Gadgil College of Commerce, Satara where it was working as Department of Business Education and Research since 1971. In the beginning one-year Diploma in Business Management was started. The Department having sensed and perceived growing needs of ever changing business environment and the corporate world decided to diversify and enter into the field of Management Education and Training in 1981. A two year full time course leading to Master of Business Administration (MBA) recognized by All India Council for Technical Education (AICTE), New Delhi was introduced. Since then, the Department has been conducting two year full time MBA programme, affiliated to Shivaji University, Kolhapur till recently before transferring this course to the newly bifurcated institute KBPIMSR. In the Academic Year 2005-06 two new courses leading to Bachelor of Business Administration (BBA) and Bachelor of Computer Applications (BCA) were started. These courses were also transferred to newly formed KBPIMSR along with MBA and DBM. This is only recognised management institute in Satara District which conducts management programs like MBA, DBM, BBA & BCA. From the academic year 2007-08, Post Graduate Diploma in Computer Applications (PGDCA) has been proposed, Shivaji University, Kolhapur has recognized this institute as a Research Center for M.Phil and Ph.D in Commerce and Management from the academic year 2007-2008.

The Institute has modern amenities and facilities keeping in tune with changing scenarios. The present strength of the Institute is hovering around 700 students. Academic excellence has been a prominent feature of these courses. The Institute has on its staff highly qualified and experienced faculty and offers excellent facilities for teaching like updated computer laboratory with internet access to keep abreast with current knowledge and trends in the field. The Institute has best tradition of churning out well-rounded students good not only at academics but also in extra curricular activities.

Infrastructure and Learning Resources :

i) BUILDING AND CAMPUS

The Institute has separate building satisfying all the major and minor requirements. The campus provides state-of-the-art infrastructure facilities and academic resources to its aspirants willing to better their performance and to make a dent for themselves and the Institute in every walk of life.

ii) FACULTY

The strength of the KBPIMSR is its faculty, made up of Core, Visiting and Guest faculty; who are drawn from leading academic institutes and corporate world. The Visiting Faculty consists of Engineers, Managers, Chartered Accountants, Cost Accountants, Industrialists and Consultants from reputed, leading organisations. The Institute offers excellent facilities for teaching and research.

iii) LIBRARY

A well stocked library with up-to-date books, periodicals, journals and magazines catering to the literary needs of the student community and encouraging the students' thirst and quest for knowledge is the prominent feature of the Institute. In fact, our library is considered to be the best in

this part of Maharashtra, so far as width and depth of collection of books and journals is considered.

iv) COMPUTER LAB / CENTER

The Institute has now its own separate computer lab with internet facility for making world wide information available on finger tips. The lab is well-equipped with latest hardware technology coupled with the latest software titles and internet connectivity. The Lab houses Intel P-IV and Celeron PCs with internet facility. We also have a good collection of audio-video cassettes, relating to Computer and Management field.

v) TOURS

Industrial tours are arranged for the students for getting hands on experience and to acquaint them with the real world situation.

vi) SEMINARS

The seminar is an integral part of the course. The main purpose of organising such seminars is to motivate students to freely speak out and express their views on the topic under discussion. The subject of interest having relevance to any one of functional areas in course is selected and circulated well in advance. It is our experience that these seminars serve useful purpose.

PLACEMENT CELL

A strong Placement and Training Cell is established to provide total support in defining career of the students. The Placement cell ensures suitable Final Placements through Campus Interviews.

The corporates are regularly invited to share their rich experiences by way of Guest Lectures and presentations. Nearly fifty recruiters have accepted our past P.G. students for final placement through Campus Interviews.

Earn and Learn Scheme :

Padmabhushan Dr. Karmaveer Bhaurao Patil was the pioneer of concept of earning while learning. He enabled the disadvantaged but yearning students who wanted to make a dent for themselves by getting educated. As the Institute is named after this great founder, the institute has decided to provide 'Earn & Learn Scheme' for underprivileged students. The students would be provided work during free hours to support themselves and they would be able to continue the education in institute. The students who are interested in joining Earn and Learn Scheme may apply to the Director of Institute after taking admission to the course.

Highlights :

- AICTE recognized and affiliated to Shivaji University, Kolhapur.
- Admissions through the centralized admission process (CAP) of the Govt. of Maharashtra.
- Contemporary Curriculum.
- Cutting - edge pedagogy-based on group dynamic and learning experiences.
- Electives in Marketing Management, Finance Management, Production and Operations Management, Systems, Human Resource Management, Regular Industry - Institute Interface through Guest Lectures, Industry Visits, Seminars, Students Association activities.
- Competent and Committed Core, Guest and Visiting Faculty.
- Placement Cell.
- Spacious Campus with State-of-the art infrastructure.
- Computer Lab and well stocked library.

- Personality Development Cell.
- CET - Guidance Programme.

Research Cell :

Research cell has been formed in the institute. All faculties are the members of this cell. Every faculty undertakes research in different functional areas of management in which students participate right from designing of research, data collection and interpretation of data. Students are hence groomed in research activities. Students have also started taking their own research projects as value addition.



BRIEF NOTE ON CASE WRITING & CASE TEACHING

Dr. Girish A. Jakhotiya

Chief Consultant,

Jakhotiya & Associates, Mumbai.

• Types of cases

1. Small case, to discuss a single issue or concept; in 60 to 90 minutes.
2. Numerical case, to explain some logical iterations.
3. Medium-size case, to discuss a few issues or a complex situations, in 3 to 6 hours.
4. Big case, to discuss many long-term & short-term issues, strategies, tactics & policies; in 3 to 4 days (with preparatory breaks & follow up sessions).
5. Arm-chaired case (with imaginary data & situation) for using simulations & research-based experimentations.
6. Case with abstract facts & figures, to discuss structural changes.

• Steps in case writing :

1. Decide the main objective & sub-objectives of a case to be designed.
2. Locate & collect relevant data (both, primary & secondary) as 'lead material' for a case.
3. Decide a broad structure (or skeleton) of the case, as follows -
 - (i) Introductory paragraph
 - (ii) One central personality as the ultimate decision-maker. (It may be optional, to have such central personality)
 - (iii) The beginning of the middle portion of the case should be crafted

- very carefully, as it gets into the main issues of the case.
- (iv) The middle portion comprises of major details of the case.
 - (v) The end portion should conclude with the questions expressing the major issues of the case.
 - (vi) Foot – notes, reference readings (if necessary) should be given at the end of the case.
4. The case-writer may give relevant questions or guiding points or clues & hints, at the end of the case. This would facilitate the case-teachers & also the students. This portion may be treated as a separate enclosure to the case.
 5. The case-writer may give a brief account of the case-description, at the end as follows -
 - (i) Contents of the case - Complex / Moderate / Simple
 - (ii) Issues of the case - Complex / Moderate / Simple
 - (iii) Style of the case - Complex / Moderate / Simple
 6. The end-note may also include a small list of concepts & formulations to be discussed, before the case is discussed.

• Steps in case – teaching

General steps in case-teaching may be as follows -

1. The case should normally be given to the participants, one week before its discussion. Participants should try to grasp the case-details as much as possible.
2. The case-discussion should start with 'listing of the main issues'. This list would facilitate proper direction for the case discussion.
3. Participants may be asked to form small groups to discuss the issues & reach some logical conclusions.

4. These conclusions should be deliberated in an open-house atmosphere.
5. The teacher (or facilitator) should guide the participants to reach correct conclusions / decisions / suggestions / observations.
6. Participants should be offered more details & time, if so required; during the course of discussion.
7. The case-discussion should be closed with a well-written summary of issues, conclusions & assumptions.
8. This case may be used as input for bigger or more comprehensive case-discussions.
9. Participants should also be allowed to communicate their disagreement on certain details or observations or facts given in the case.



CASE STUDY : METHODOLOGY

Dr. Sarang S. Bhola,
Assistant Professor,
Karmaveer Bhaurao Patil
Institute of Management Studies
& Research, Satara.

INTRODUCTION :

In the parlance of business management a case is a description of management problem or situation as viewed by or presented to a decision-maker. It is a pedagogical tool, which involves a discussion centered around the case. It sets a situation with all the ancillary facts, figures, emotions, opinions, views, grapevine and the like.

Since management is social science, in the realm of it, case study could be an in depth study of a person, situation, groups and the like.

A case presents facts, events and organizational circumstances surrounding a particular managerial situation. The managerial situation may relate to a sub system i.e. sub functional area or functional area of management. The situation or problem may also relate to various systems or functional areas of management.

It puts the readers at the scene of action and familiarizes them with all relevant circumstances. The case method includes a special type of instructional material developed specifically for this purpose this is a special technique of using that material in the instructional process to achieve greater and better results.

This methodology of modern pedagogy was first introduced by Christopher Langdell at Harvard Law School in 1871.

NATURE AND DEFINITION :

Dictionary meaning of case is a situation, a particular situation or example of something.

A case in point an example, which shows that what you are saying is true, or help to explain why you are saying it.

A case is a problem, a series of events or a person being dealt with by police, doctors, lawyers etc.

A case is an argument, facts and reasons in support of or against something.

Easton (1982), has defined, "A case is a description of situation.....(consisting) of a few pages of written description of an actual situation facing an organization....(describing) how the current position developed and what problem a key personality in the case is currently facing".

Huczynski (1983) has defined, "a case is a written or filmed description of actual or imaginary situation, which is presented in some detail. It is also viewed as an intensive or complete examination of a facet, an issue, or perhaps the events of a geographic setting over time.

From above definitions one may learn that case is written or filmed description of an organizational situation. The situation may be actual or imaginary which houses facts and figures presented to make readers understand about situation.

OBJECTIVES OF CASE ANALYSIS :

Case study is articulation of management problem in a given environment. The objectives behind this pedagogy are:

1. To increase the understanding of the participants of what managers

should and should not do in guiding a business to success.

2. To build the participant's skills in conducting strategic analysis in a variety of situations, in various companies and industries.
3. To provide the participants valuable practice in diagnosing strategic issues, evaluating strategic alternatives with the help of SWOT analysis and formulating practicable plans of action, based on the ground realities.
4. To enhance the participant's sense of business judgment as opposed to accepting the opinion of the teacher or "back of the book" answers.
5. To provide the participants, an in depth exposure to a variety of companies and industries, thereby gaining something close to actual business experience.
6. Sensitize students to the influence of varied environmental factors on business enterprises.
7. Expose students to various problem areas and the effectiveness of managerial decisions in given environment considering available resources.
8. Make participants, especially students aware about roles, duties and responsibilities different positions play in organization.

CASE ANALYSIS :

Students perusing professional education constantly require re-orientation in learning habits. Not only students but also management practitioner: do need re-orientation and case study attracts mentors to use it as pedagogical tool. Since case study open out real life situation, which creates interest in to, learn and feel touchier. Students of professional education often found get bored with X and Y examples or imaginary

examples which many times found cumbersome to make understand a concept under study. Case study could be the plausible option to get rid from conventional pedagogy. This tool is also found suitable to professional executives to expose them to new and different situations and probably foster thinking to combat these situations in effective manner.

Case study can be viewed from two angles one is from Concept to Practice and vice versa i.e. practice to concept. For making understand participants or students on a particular concept, law, model, strategy and the like where real life examples are used in the form of case i.e. concept to practice approach.

Time and again management practitioners faces problems or situations in real life which leads then to refer to the concepts to find basic aspects, different variables which have impact on situations. Sometimes-theoretical explorations paves way to concurrent professional problems.

Case analysis requires arduous efforts on the magnitude of reading, studying, collection of supported aspects and the like. The efforts may be taken by group or individual. But participation or presentation of case requires individually diligent preparation. Participants need to analyze case, ponder on key problems or opportunity, unfold alternative solution, and suggest best possible solution. It should be such solution, which entails competitive fit between resources and organizational goals in given environment.

Following points discussed on successive stages in case analysis :

1. Read the case material quickly to get familiarity : The first time reading of the case provides an initial understanding of the situations, issues involved in the case etc.

2. Read the case a second time : This step may provide a full command of the facts, information, opinions, views company culture, values etc. it is suggested to read case as many times to get command on facts and merely gulping of case would not suffice purpose.
3. Read the exhibits, appendices etc. carefully : This step provides full information about the case.
4. Study the case : the participant should recall the difference between reading and studying. Read between the lines, as the problems may not be apparent in the case material itself. Participants have to prepare notes about facts, important situations, information, less important information, situations etc.
5. Identify the strategic issues : Participants have to identify the strategic issues in the case. It helps to identify the tools and techniques of analysis and process. As mentioned in earlier step sometimes the participants are required to identify the strategic issues and problems by reading between the lines or by digging the information given.
6. Diagnose the key issues : The participants should use their creative or innovative skills, analytical skills and application skills to diagnose the key issues or key problems in the case. This is the crucial step in the case analysis.
7. Check the diagnosis : Participants have to check the diagnosis made with the help of questions given at the end of the case. The participants should think repeatedly even if the diagnosis matches with the questions. Participants may move to the next step after confirming the diagnosis.
8. Support diagnosis and opinions with reasons and evidence : Participants have to support their diagnosis and opinions with reasons

and evidence.

9. Check out conflicting opinions and make some judgments about the validity of all the data and information provided : Case material may provide contradicting opinions, views and information. Participants have to evaluate the opinions, views, data and information provided with the help of their skills of inferences and judgment.
10. Start analysis of the issues : After diagnosing the basis issues, all other issues relating to the basic issue should be analyzed. These issues include calculation of financial ratios.
11. Identify and make notes of data and information required to solve the problem diagnosed : The participants have to use the conceptual knowledge and skills of management in identifying the data and information required to develop solutions.
12. Compare the data and information available in the case with the data required to offer recommendations : If both do not match with each other and that the available data is not sufficient to solve the problem, the participant has to identify the gaps in the information available.
13. Fill in the gaps : The participants have to fill in the gaps through inferences and assumptions with the help of information available, conceptual knowledge and by reading between the lines of the case material.
14. Re-check the diagnosis: In view of step (13) the participant has to re-check the diagnosis and re-diagnose the basic problem, if necessary.
15. Analyze the case: Participants have to analyze the case thoroughly with help of strategic management tools, techniques, their opinions, judgment etc.
16. Generate alternative solutions : The detailed case analysis normally

paves the way to generate alternative solutions or recommendations to solve the basic problem diagnosed. The management concepts should be inter-weaved with the issues identified, in developing alternative solutions.

17. Evaluate the alternative solutions : Participant should evaluate each of the alternative solutions in terms of their strengths to implement and weaknesses, provided by the internal environment for implementation and opportunities and threats posed by the external environment in the process of implementation. Further, the possible outcome of each solution should also be considered in the process of evaluation.
18. Ranking of solutions : The participant has to rank the solutions on the basis of its score in SWOT analysis.
19. Select the best solution : The participant should recognize that there is no single best solution for all situations. It varies from individual to individual and from situation and is based on judgement. However, the participant can select the best solution based on the ranking of alternative solutions.
20. Prepare an action plan : The participants have to prepare a detailed plan for executing the best solution. The possible hindrances should also be pointed out along with the means to overcome them in the plan of action.

Writing a case fetches data from primary or secondary sources or both. Many times reader finds gaps in data or insufficiency in such circumstances reader should collect data from available sources to fill gaps. Participants in case analysis should do pencil work while reading and studying case. Importance facts and figures should be highlighted. Different

medium can be used or different colored pencils can be used to highlight different aspects. Notations can be written in margins like strategic issues, environmental forces and the like which help reader to concentrate on point at successive readings.

It is also advised to jot down important points on a piece of paper initially.

Above are depicted scientific minuscule steps for beginners to follow while analyzing case. The stages given below needed to be followed while writing final case analysis report.

1. Facts of Case : Most important qualitative and quantitative data in the form of figures, descriptive statements, quotations, emotions and the like on the basis of which participant is going to find out and analyze issues should be written down. Facts can be mentioned in descriptive form or various tools can be used like presentation of facts as per period i.e. era analysis, or graphs, matrices can be brought in use to present facts of case.

Identification of facts followed by analysis of case various management tools if required can be used to analyze the case, which leads reader to derive meaningful problem of case.

2. Identification of Problem: Participants should derive problem or problems in case and also need to find out opportunities in case on the basis of analysis.
3. Prioritizing the Problem : Prioritize problem from the most crucial or most important to least important.
4. Setting up future goals/objectives : i.e. agenda setting in which future attainable goals and objectives are set.

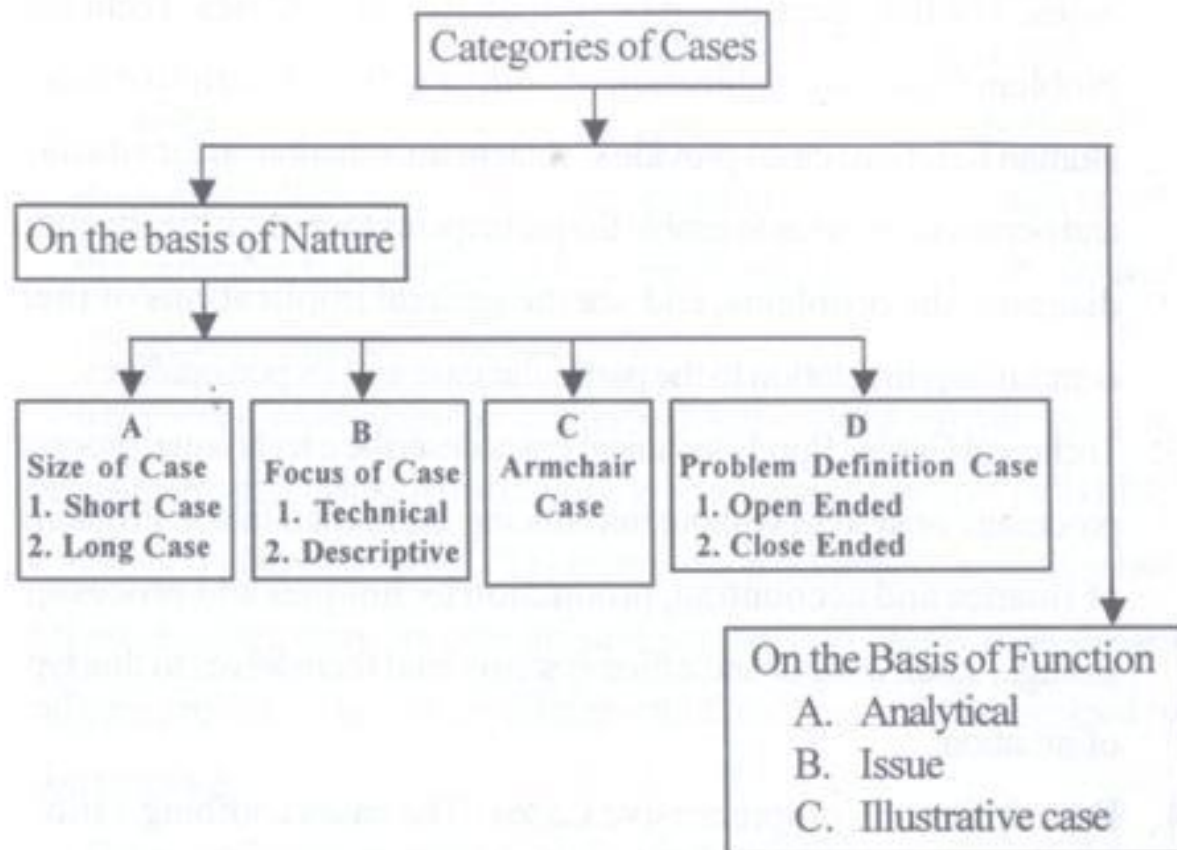
5. Possible Alternatives and Analysis : To solve defined problems array of alternative solutions need to develop owing to available resources. The solutions must lead to attain future goals and objectives. Participant needs to discuss these alternative solutions in-group or present it before group with proper justification and its feasibility of implementation.
6. Best Alternative Solution With Justification: Among alternative solutions, best possible solution should then selected and prescribed as final with justification.
7. Assumptions (if any) : Assumptions taken aid as gap feeling function, which need to be stated clearly.
8. Action Plan : This is articulation of steps of implementation of best suggested solution. The steps can be depicted with the help of flow diagram. All possible hindrances should be mentioned with probable solutions.

There is nothing right or wrong in case analysis. Aspects like problems, opportunities, threats, strengths, weaknesses, impact of environmental forces and the like is not explicitly given. Hence different people may view facts, figures differently and derive problem accordingly. Many factors viz. attitude, approach, experience etc. have influence towards case analysis. Case provides data on which participants have to work to find out best suitable environment.

CATEGORIES OF CASES :

Academicians and management practitioners coin plethora of classifications of case study. Seldom the term case lets and cases are used interchangeably. Case lets are generally dealt with a particular functional or sub functional area of management where as cases dealt with

interdisciplinary problems. Cases portray the organizational situations whereas case lets describe about one functional area of management.



1. **Short Cases :** On the basis of the size of the cases, there can be the large or the short cases. The short case is the brief illustration or example, which serves to reinforce a general point by giving it practical relevance. It enables the participant to appreciate it in terms of his own frame of reference. The short cases are limited objective cases, providing a focal point for the brief analysis of a specific problem followed by discussion on more general lines. These cases may be used to aid the learning of tools and techniques of some disciplines such as accounts, production management, costing and operations research.
2. **Large Cases :** The “Classic” or “Harvard” cases are normally the large cases, which are very detailed and give the factual accounts,

which sometimes spread up to fifty pages. Maximum relevant material in the given context of the business situation is included in these large cases. The longer cases can be Human Relations Cases, Technical Problem Cases, a combination of both or merely descriptive cases. Human Relations cases provide sufficient information on the situation and personalities so as to enable the participants to analyze the situation, diagnose the problems, and see the general implications of their conclusions in relation to the particular case and its personalities.

3. **Technical Cases :** Purely technical cases describe a technique, process, procedure or system without introducing the human factor. Problems of finance and accounting, production techniques and processes, storage, stock control and office systems lend themselves to this type of situation.
4. **Descriptive or Comprehensive Cases :** The cases combining various functions are more complicated and bring forth deeper issues. The descriptive cases are wider in their coverage and contain data on the industry, trade, commerce, business houses, other organizations etc.
5. **Armchair Cases :** Sometimes when the case developed does not unearth the kind of problem an instructor is searching; he / she may be tempted to prepare a case, which is the composite of several different real life situations. However, this type of case should be used with care and caution because these cases are based on imagination.
6. **Open-Ended :** These are cases in which case writers do not put any questions for the participants. In this type of case, the participants themselves have to find out what is the problem in that case, what are the alternative solutions to the problem and also enables them to decide

which is the best alternative solution to solve the problem. In fact, the open-ended cases create a situation in which a participant has to systematically take a decision, without being whimsical or abrupt.

7. Close-Ended cases : In this type of case, writer has already identified the problem and has a set of direction and the problem through which the participants are expected to move in order to achieve the desired objectives being set in the case.

Moreover cases can be classified depending on the type of management problems. Accordingly, we have cases having “individual problem”, “isolated incident”, “organizational problem”, or a combination of these. Further, there are case illustrations, case problems, case studies and case projects. The case problems could be either real or disguised or even fictitious.

The cases in human resource management can vary in length from a few pages to, say, 30 pages. They can be used to highlight one aspect of a situation, or several; they can illustrate the underlying importance of one set of HRM theories, or the interrelatedness of several specialist business functions; they can be ‘dead’ (all the relevant information is presented to a participant at the outset) or ‘live’ (where further information is injected during the course of analysis).

OTHER PERSPECTIVE ON CASE CLASSIFICATION :

A) Analytical Case : In this type of case discussion, reader comes across a condition in which the action has been completed and the problem situation has been solved. While handling such type of cases, the participants should concentrate on learning the decision-making methods employed by the manager. With reference to the problem situation at hand. By thoroughly

studying this decision-making process. Participants can then derive their own conclusions as to how the situation was dealt with. No decision-making is required of the participants in the analytical cases, what is required most is their evaluation.

B) Issue Case : In this type of case discussion, we come across a condition in which the problem situation has been unsolved. While handling such type of cases the participants own decision-making capacity plays a crucial role. Here, nature of the problem and arrive at a solution through appropriate decision. Again, participants are required to derive some conclusions about both the problem situation and the decision-making process on the basis of ideas, which contributed point for the decision.

Prior to tackling any of these two types of cases, it is advisable that the participants should read the case carefully at least twice to ensure that they become familiar with the facts and that they can easily grasp the implications of the issues that are involved in the case.

In analyzing the case, participants should follow systematic procedure of exploration. Basically they should try to know the facts which suggest the existence of a problem and then they should try to understand the nature of the problem. As per their own perception, the participants should focus on the causes and symptoms of the primary problem. They must learn what are the key issues and why are they important. They should also make it clear as to who must deal with the problem and with what aim in mind the problem must be tackled.

Next, the participants should locate possible courses of action and evaluate the advantages and drawbacks of each. For this purpose, they must utilize their theoretical knowledge and try to apply different behavioural

models appropriate for the situation at hand. In the light of all this background, participants must come up with the best solution for the problem situation. They have to be fully aware of the likely effects and be able to anticipate positive as well as negative outcomes of this solution. Thus, thinking systematically in case analysis is extremely important.

In addition to the above two types of cases, sometimes we come across a third type of case known as illustrative case.

C) Illustrative Case: The basic purpose and function of the illustrative case is to explain or review certain concepts and provide useful information.

SKILL DEVELOPMENT THROUGH CASE ANALYSIS :

Cases make participants to think, brainstorm and it enhances perpetual thinking and discussion with colleagues.

Following are the important skills being developed through the case method:

1. Creative Skills : There are no cookbook formulae to resolve all management problems. Decision maker need to find out innovative solution to resolve problems. Creative skills will generate alternative solutions to the problem, which are not covered through the logical analysis.
2. Presentation Skills : Presentation skill will be developed among participants through case method. They will learn how to cooperate in-group discussion, defend their own viewpoints and convince others. At the time of case presentation before class it inspires role-plays, which help participants to imagine their role in real world and to portray the dream figure.
3. Self-analytical Skills : These are developed among participants before and after the presentation of their ideas and observation, which is

followed, by the reaction and response of the fellow participants and instructors.

4. **Social Skills :** Social Skills are developed through cases in which the participants learn to communicate, listen, support, argue and control oneself. It also helps participants to understand their own behaviour.
5. **Analytical Skills :** These skills are developed in case method when they learn to classify, organize and evaluate the information.

Cases improves thinking, participation, problem analyzing, communication, presentation and decision making skills in participants. Case helps participants to probe in real life situation and develop insight to analyze facets of business situations. The situation depicted on the basis of qualitative and quantitative data.

It is more application-oriented tool which may leads to change attitude of participants. In thirst of collect more data to fill in gaps or to support analysis it may enhance skill of systematic collection of data and building decisions on calculations.

SOME DOS AND DO NOTS IN CASE DISCUSSION :

On the basis of several case sessions, experts feel that to have an effective case session, one can find some things, which are to be done during the case study, and certain things should not be done.

SOME DO'S

1. Do spend sufficient time in reading -

The case study and trying to absorb the information. This will require more than one reading, and the first attempt is best devoted to a quick 'skim'. It takes time to organize the information (viz. to work out what is missing; what is fact and what is opinion; and thus the extent to which we

can establish clear facts, or will need to resort to more tenuous inferences, speculation and assumptions). It is to be followed with careful reading. Third reading will further improve the comprehension.

2. Do spend time in identifying the problems(s) -

For getting clarity in problem, some times more than one problem area may be identified. Later on, they may be made more specific with logical brain. These may be present in the case now, or may be indicated as future threats and opportunities. It may be explicit or they may be implicit and apparent only after the details of the case have been absorbed. Problem areas identified may also be interrelated.

3. Do be as creative as possible -

In formulating solutions. If the case study involves group work, then it is important to observe the rules of 'brainstorming': let everyone make their contribution; treat all contributions as of equal merit; defer evaluation of new ideas. As brainstorming promotes divergent thinking, solutions will have varied frames of reference. While the formal knowledge acquired during the course will be a major resource to draw upon, it is unlikely that it will be confined to precise topic areas, and experience and imagination can be as valid as formal knowledge here! Solutions can sometimes be presented as solution trees.

4. Do follow the solutions to predict possible outcomes -

It can be by listing the solution in terms of the key areas where they are likely to have an impact, and placing a value on the probabilities/ solution should be realistic, practical and be split into steps so that execution of the same may not be difficult.

5. Do give some thoughts over as to how will you present the results -

If the solutions the outcome of group work, this should be reflected in the presentation. The nature of the presentation requires careful thinking in reaction to the role of participants, its purpose, audience, the timing and the level of feedback desired.

SOME DO NOTS :

1. Do not give immediate reactions after part reading or incomplete reading of any case.
2. Do not jump to conclusions or form any judgments at the initial discussion stage of the case analysis!
3. Do not identify the problem without analyzing the whole case.
4. Do not jump to conclusions about solutions -

The problem areas need to be analyzed in terms of symptoms and causality. At this point, it is often useful to make use to visual techniques. Hypotheses may need to be framed against the evidence, and the problem itself may need to be reformulated. It can be useful to summarize your analysis in a short statement about the problem area, with supporting evidence, and some attempt to prioritize (in terms of importance to the organization, urgency and ease of solution.)

5. Do not just stop at the solution -

Once a solution has been arrived at, it is tempting just to sit back. However, participants should make sure that the proposal is sufficiently detailed with respect to recommendations on decisions and implementation. A contingency plan in case of failure is warranted. Drawing up of an action plan can be helpful as well.

Do not go for the most appealing solution -

Until all other solutions have been systematically eliminated. It is

important to clarify the criteria of choice between solutions (including the values of individuals /organizations, the importance and probability of effective outcomes).

CRITERIA FOR EVALUATION OF CASE STUDY

Following criteria can be used as benchmark for evaluation of Case Study. The criteria given herewith are not an exhaustive list but provided as a guideline. Clarity of Content, Theory and Managerial Concepts involved, Professionalism including Industry Analysis, Environment Scanning, Relevant Graphical Inputs, Originality and Practicability of the Business Model, Quality of Managerial Issues

EVALUATION OF SOLUTION TO CASE :

Following weightage of marks can be used as a guideline for evaluating Case Study at examination level.

1. Brief background of the case -1
2. Identification of problems / opportunities -3
3. Prioritizing the problems/opportunities - 2
4. Identification of functional area -3
5. SWOT / Analysis - 2
6. Setting up of future goals/ objectives - 2
7. Short term solution / long term solution / Alternatives (with pros & cons) -1
8. Best alternative solution with justification according to you - 3
9. Conclusion - 2
10. Answers to the questions (if any) - 1
11. Assumptions.

REFERENCES :

1. Rao Subba P.(2002), "Personal and Human Resource Management
" Himalaya Publishing House, New Delhi, Second Revised Edition.
2. Michael V.P.(1997), " Research Methodology in Management ,"
Himalaya Publishing House ,New Delhi,Third Edition.
3. Krishnaswami O. R. and Ranganathan M. (2007), "Methodology
of Research in Social Sciences ," Himalaya Publishing House ,New
Delhi,Second Edition.

* * * * *

HOW TO WRITE A CASE

CA R.A. Nadkarni,

Financial Consultant,

Mumbai.

1. Take a real-life business situation as the subject matter of the case and provide an objective description thereof (please refer point no.3 i What is a Case Study) (For sources of case material please see para 7 below).
2. As the management of an enterprise encompasses wide range of skills and disciplines, design the case to integrate the various perspectives needed to resolve business problems (Points 7 and 8 - What is a Case Study).
3. Case should be so prepared as to be
 - a) Strategy oriented (i.e. problems involving formulation of a business strategy).
 - b) Multidimensional (i.e. involving all the important dimensions of a business operation / e.g. in a marketing problem dimensions like pricing / distribution / seasonality / credit terms, advertising / brands / etc.)
 - c) Involving all functional areas of management (i.e. marketing / production / finance / purchase / HRD etc.)
 - d) Involving all conceptual areas of management (e.g. concepts like Economic Order Quantity in purchase / Economic Batch size in production / working capital and return on Capital in finance / product differentiation in marketing, etc.) (Point No. 1 - Object of Case Study).

4. End goal of case analysis should be strategic decision-making and management actions to solve the problem. (Point No. 5 - Nature of case Study) (Point no.2 - Objective of Case Study).
5. Do not state fully the total environment involved in the situation but keep the data incomplete to make the participants supplement the information with extra readings / research and study to get a comprehensive description of the business situation. (Points 3 and 4 - Nature of Case Study).
6. Case may contain a variety of information related to history / external environment and internal factors of an organization.
7. Besides self designed cases for sources of case material the following may also be used for help.
 - a) Cases prepared by IIM, ICFAI, Administrative Staff College Hyderabad.
 - b) Management Text Books.
 - c) Business magazines and journals like Indian Management, Vikalp, Harvard Business Review / Fortune etc. Business India / Business World and Business Today also carry regularly material on Industry and Company Reports and feature of Case Study. Business Newspapers like Business Standard / Economic Times / Financial Express and Business Line give extensive coverage and Special Supplements on Industries and Companies that can be used for cases.
8. Adopt a nice style of writing. Avoid ambiguities so that no confusion is caused in identifying problems and thinking out <T-H solutions.

WHAT IS A CASE STUDY :

1. Case study is a special technique of Management Training and Development.
2. Started by Harvard Business School as a philosophy of business education.
3. A case is an objective description of a real-life business situation.
4. Provides a framework for discussions among a group of participants.
5. Participants are required to identify the problem(s) and suggest solution(s).
6. Case method is an excellent medium for developing analytical faculties.
7. Management encompasses wide range of skills and disciplines.
8. Case study is ideal vehicle for integrating the various perspectives needed to solve the problem(s) and provides significant insights into the practice of management.
9. Cases are designed primarily to illustrate problem issues facing an organization and their resolution.
10. INCIDENT - A much shorter description of the situation and not a full-blown case - used as a springboard for discussing a specific topic.

OBJECT OF CASE STUDY :

1. Cases for study are generally strategy-oriented and multidimensional involving, issues relating to a number or functional or conceptual area's. They are designed to demonstrate how strategic decisions are made. Highlighting the methods, inputs, style and environmental setting.
2. They help develop decision-making skills, as the decisions are required to be acceptable, feasible and consistent with the objectives of the organization.

3. As a sound balanced analysis is necessary to provide the base for effective strategy and decisions, analytical, skills are sharpened in the process while the participants become familiar with economic social legal regulatory and competitive climate appropriate to the case.

NATURE OF CASE STUDY :

1. Case studies are an integral part of the process of studying strategic management.
2. Learning takes place as the participants try to discover, define and answer critical questions using real-life situations.
3. The case stated generally does not represent the total environment involved in a specific situation.
4. Incomplete data and information is supplemented with extra readings, research and study to get a comprehensive description of the business situation.
5. As the end goal of case analysis is suggested management actions, case analysis is broadly done in 4 stages, viz: Define the problem. If there are more problems than one, arrange them in order of importance separating major problems from minor ones.
6. Set the objectives for problem solution - explicit objectives that the decisions or actions should accomplish. "Good" or "Bad" decisions will depend on objectives set.
7. Outline alternative courses of action. Each alternative has its strengths and weaknesses. There is no "right" or "wrong" solution.
8. Come to a conclusion. Decide upon a course of action. Decisions must be directed at the problem.

PRESENTATION TECHNIQUES FOR CASE STUDY :

1. Tell the participants why you chose this case. What is the objective?
2. Each group should have a leader and a recorder.
3. Break the case study time into two parts : one to analyse the current situation and to define all the parts of the current problem; other to analyse the desired situation and to define all parts of the solution.
Allow enough time. Don't rush the reading time.
4. Provide each participant with a copy of the case and the questions to be addressed during training.
5. Suggest what some of the problems might be, but, not all of them.
Give a few cues as the trainees begin their analysis. Suggest that they make a list of the problems as they read through the case, so that later they can come up with solutions.
6. Review the major events and describe the major personalities in the case.
7. Provide descriptions only, not explanations.
8. Give the group a few ground rules regarding group problem solving.
Involve everyone in the discussions and accept all comments as valid.
Record accurately.
9. Summarize and conclude the case study.

ESSENTIALS OF GROUP PROBLEM SOLVING :

- a) Participants are selected to give the group a diversity of experience in various disciplines to avoid bias towards conventional solutions. New perspectives to think of unusual solutions.
- b) A mix of sexes, ages create stimulating interaction. Mixing of widely different ranks avoided especially in organisations where staff is

conscious of their status. No inhibitions in expressing unusual ideas.

- c) Leader's role different to the traditional role of the chairman. Leader primarily stimulates and records ideas from participants.
- d) Ensuring that everyone contributes, clarifying ideas where necessary, keeping contributions flowing at a good pace. Everyone given a chance to air his ideas.
- e) Not to allow any participants to be put on the defensive, so that they can concentrate on thinking up ideas, rather than defending them.
- f) No judging, criticizing, evaluation during idea generation – suspend judgment.
- g) Prompt individuals to explore new avenues, build on each other's ideas.
- h) Record and display group's ideas.

HOW TO ANALYSE A CASE :

- a) To thoroughly understand all the details of the case, more than a cursory reading is necessary.
- b) Read each case first to develop a general understanding of the issues and concepts embodied therein.
- c) Make mental notes of the direction of the case
- d) Read second time to focus on the specific issues of the case.
- e) Take notes on areas deserving further analysis, highlighting sources of information, problems, objectives, environmental factors and potential strategic alternatives.
- f) Think strategically and begin analysis using concepts, tools and work data presented in the case.
- g) After a thorough analysis, information search and a set of solutions

have been generated, read the case a third time to ensure consistency with the general direction of the case.

- h) Relate the in-depth analysis with specific details and strategic factors inherent in the case.
- i) SWOT Analysis-Internal environment and external environment.

CONTENTS OF ANALYSIS :

1. Analysis should consider a variety of specific areas such as
 - a) Current definition of businesses.
 - b) Current objectives of the organisation and each business.
 - c) Current strategic actions and policies.
 - d) Values and the relative power of major constituency groups e.g.
 - i) managers in various subsystems, ii) shareholders, iii) employees, iv) consumers, v) suppliers, vi) other critical group.
 - e) Capability profile incorporating.
 - f) key factors or mobility barriers, ii) competitive advantages iii) strategic implications.
 - g) External environment, i) competitive factors, ii) economic factors, iii) legal factors iv) Regulations, v) social issues
2. Pull together information about the unit's existing resources and capabilities, competitors and markets.
3. Try on a series of strategic scenarios to see the fit between the unit potential and possible markets. Solutions should be oriented towards strategic changes, implementation and the future.

Should also consider policies associated with and implementation of strategic actions, timing of implementation, limits on resources and constraints presented by organisational values. Solutions should not be

developed in a vacuum, but, should take into account the likely reactions of groups that may affect the decisions made within an organisation. Solutions should achieve the objectives set consistent with the directions previously agreed upon. Feasible with respect to external environment.

Should be sufficiently detailed to allow for effective evaluation with respect to likelihood of successful implementation keeping in view the various functional and conceptual areas of management. As a final test compare recommendations with prior analysis.

EVALUATING SOLUTIONS :

1. Define the “ideal” solution. Consider the results required and the constraints that have to be met. ?.
2. Results required include the benefits desired in terms of the objective dealing effectively with obstacles / causes.
3. Constraints are generally:
 - a) Limits on resources (time, space, money, materials and manpower.
 - b) Minimum results that are acceptable eg. 100% accuracy in quality control not costing over Rs. 3 Lakhs per annum and,
 - c) Maximum disadvantages that can be tolerated stated in terms of
4. Decide the relative values of the results required and the disadvantages of various solutions.

Eliminate solutions, which are unviable because they do not meet all the constraints identified.

Evaluate each of the remaining solutions to see how well it provides the results required. Each solution is composed of a variety of strategies having different advantages and disadvantages. Discuss and define reasoning. The “best” solution is the one with the highest aggregate score

(i.e. the sum of the value of results provided less the negative value of the disadvantages). A compromise between conflicting needs and between the advantages and disadvantages of the various options. Accept the solution which fits the “ideal” solution most closely - the best balance of benefits versus disadvantages after examining the possible risks associated with each alternative.

ADVANTAGES OF CASE STUDY :

- a) Emphasis is placed on practical analytical approach to dealing successfully with business situations.
- b) Collective awareness of the issues is built
- c) Economic rationality is honoured.
- d) Get a clear understanding of the broad perspectives in developing a solution.
- e) Consensus building
- f) Encourages development of analytical skill and problem solving behavior.
- g) Case studies being usually true-to-life situations, participants get the inside.

* * * * *

WRITING A RESEARCH ARTICLE

Dr. M. A. Shaikh, Satara

smileshaikhs@yahoo.com

The importance of Research in the field of Higher Education cannot be overstressed. In the light of globalization research activities have acquired added value. On the other hand, demands of the U.G.C. led Naac have made it imperative for teachers to acquire research qualifications such as M.Phil. and Ph.D. One finds no agreement on methodologies for pursuing research in varied disciplines. Whereas languages depend mostly on table work in their research projects, social sciences resort to field surveys, social surveys, various experiments and so on.

Writing a research article is a good exercise in trying your hand at the elaborate procedures involved in research which certainly gives one confidence and boost for serious research later.

Some confusion prevails in the mind of a young researcher regarding the precise meaning of the terms 'Research Paper' and 'Research Article'. It is clear that, 'Research Article' and 'Research Paper' carry the same meaning and indicate the use of the discipline of research by following its elaborate procedures and conventions. Sinha (2004) has this to say about a research paper :

"The Research Paper is usually a documented article of moderate length. It is analytical, argumentative & interpretative in nature and discusses a topic limited in range..., deep in study, moderate in length and explicate an important point (111)".

Documentation here points to the citations and references to the sources followed and knowledge of the ways of quoting them. Research articles are also written as contributions to scholarly journals in the discipline. Many reputed journals want the scholars to follow certain methodology and objectives. Vikalpa: The Journal for Decision Makers published by the I.I.M. Ahmedabad, for instance, declares :

" Its (the journal's) objective is to disseminate concepts of professional management and contribute to a better understanding of the context , resources , structures , systems, processes and performance of organizations. Its focus is on applied research and reflections that are relevant to practising managers and meet standards of academic rigour. It has a special emphasis on management issues that are relevant to emerging economics. " (2002:27/2)

It is to be noted here that the journal 'focuses on the analysis and resolution of managerial issues based on analytical and empirical studies.' A thoughtful consideration of the quotation above sufficiently clarifies expectations regarding the choice of topic to write a research paper / article on.

Generally a research article has the following sections: *Title, Abstract, Introduction, Methodology, Results, Conclusions and Discussion, and References.* (See Table I) The Research Elements found in an article could be listed as: *Tables , Figures , Graphs , Maps, Diagrams, Sketches* etc. which appear in different sections of the article.

Now let us take these sections one by one and consider what is expected under them.

i) Title: This should be meaningful, specific and brief. It should be catchy

and free from unnecessary complexity.

- ii) Abstract : The motive , method, key results & conclusions should be stated in 150 to 200 words.
- iii) Introduction : (see Table 2) This includes statement of the problem, its value, review of literature, contribution of the major scholars and position of the area at the start of your research. Explain what new things you propose to do. It could be a new approach, data , model of existing material.
- iv) Method : Try to explain what is especially different about your method. You should be clear enough in details so that any other scholar could repeat the experiment.
- v) Results : This is the presentation of the output of your experiments, model or organization of data. The results are to be reported here clearly, simply and without any opinion or interpretation.
- vi) Conclusions and Discussion : Research questions raised are answered here. Discrepancies, if any, are pointed out and importance of discoveries stressed as also implications for further study of the topic. One should not reproduce 'abstract' here because the abstract overviews the whole article whereas conclusions sum up the forward step taken by your work in the area as a new contribution.
- vii) References : All the related literature and sources are listed. There are different styles of documentation to be followed. The scholar has to choose one needed by the journal to which the article would be sent for publication. (See Table 3) It is necessary to say a few words about the style of writing . Only some useful suggestions could be given. Your paper / article should have :

- * **Clarity** : Simple language, concise construction short words, avoiding vague expressions will help achieve better communication with the readers.
- * **Organization** : Your writing should progress with logical sequence and must have a structure leading to some goal. Each part should be organically related to the other so that the overall design becomes clear.
- * **Avoiding clichés** : Clichés are the overused expressions which have gone out of fashion. Never use: '*long and short of it*', '*the bottom line of*', '*in the fitness of things*' etc.
- * **Revision and Rewriting** : Several drafts of the article could give polish and make your article better with each version.
- * **Correct Grammar and Usage** : Check your draft for grammar. Take the help of somebody who knows how to write simple, effective & correct English.

Cultivate the habit of regularly reading standard journals in your field. Study good models & analyse their structure and argument to know why they are successful in conveying their findings. Standard work & constant efforts to better one's performance are prime needs if one wants to excel in this field.

REFERENCES :

- 1) Ashby, Mike (2005). How to write a Paper. Cambridge.
- 2) Gibaldi, Joseph. (2000). MLA Handbook for Writers of Research Papers. East West Press Pvt. Ltd. New Delhi.
- 3) Hengl, T. and Gould M. (2002). Rules of Thumb for Writing Research Articles.
- 4) Vikalpa : The Journal for Decision Makers (2002 vol. 27 no. 2) I.I.M. Ahmedabad.

Figure 1 : Flow diagram; Research Article Sections (RAS) and sub sections.

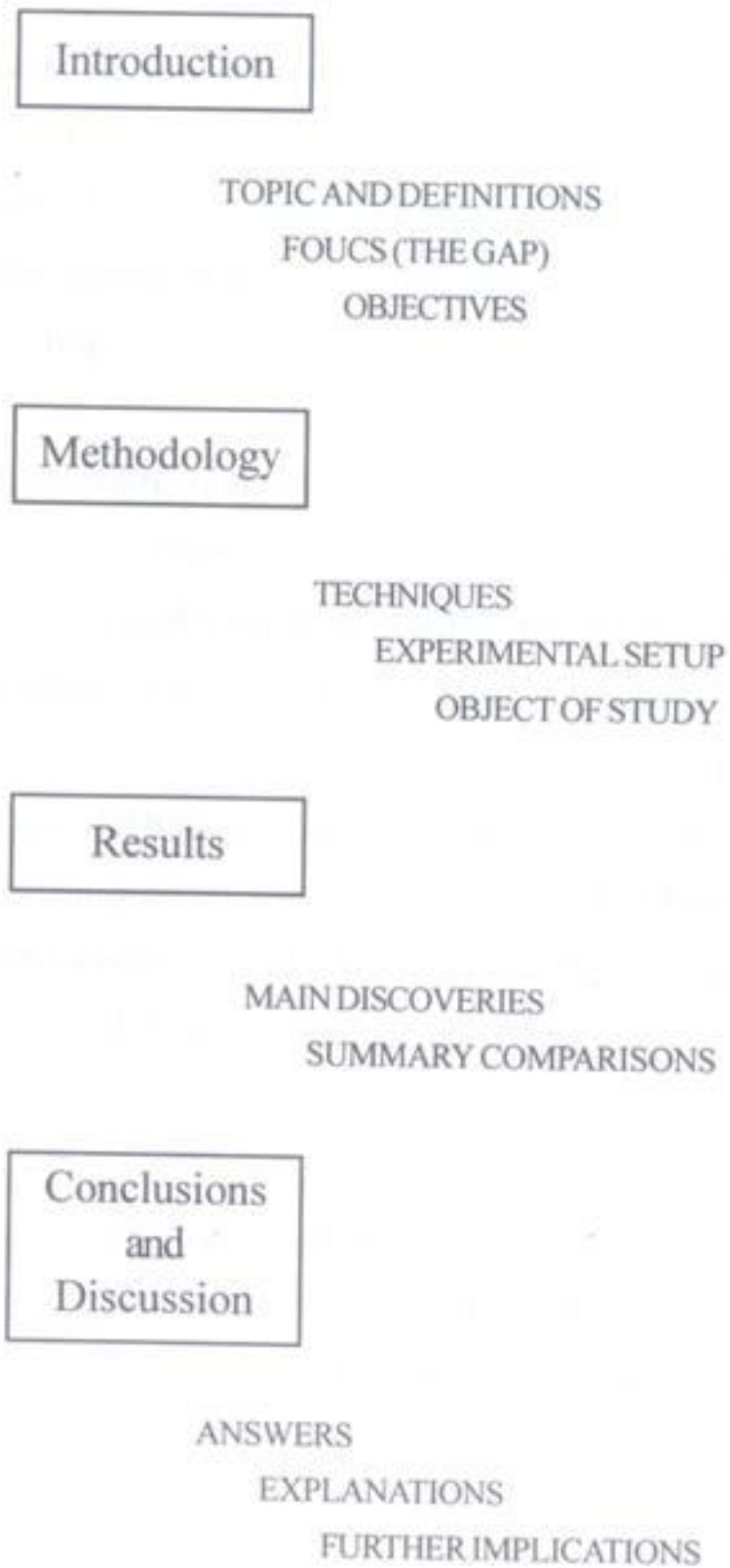


Figure 2 : Flow diagram; logical framework for Research Article sub-sections of Introduction and Discussion.

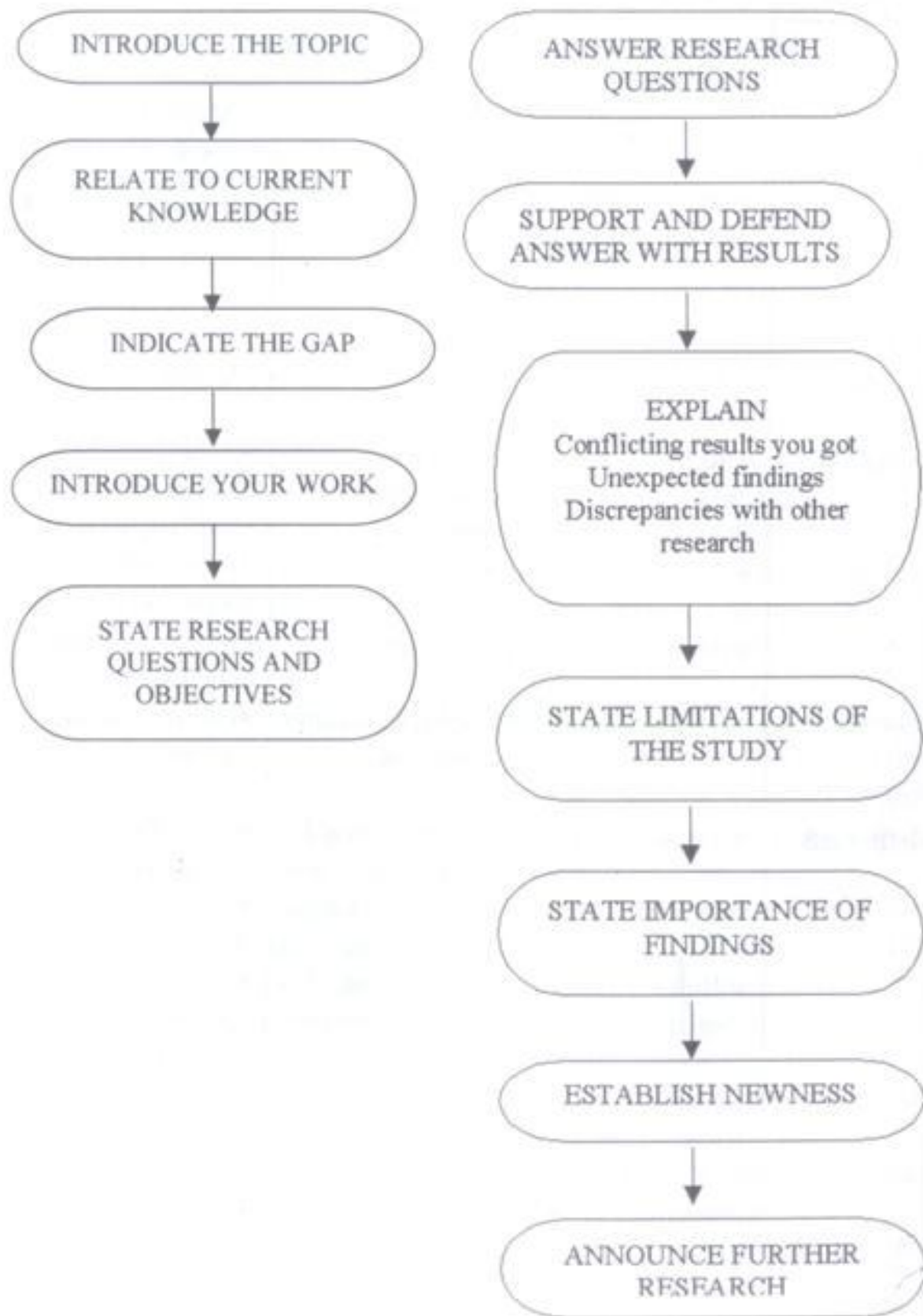


Table 3 : Research Article Sections (RAS) main functions, preferred style and related rules of thumb.

RAS	Main Functions	Preferred Style	Rules of Thumb
Title	<ul style="list-style-type: none"> • Indicates content and main discoveries • Attracts the reader's attention 	<ul style="list-style-type: none"> • Short & simple (7-10 words) • Purposive (aims at specific audience) 	<ul style="list-style-type: none"> • Avoid complex grammar • Make it catchy • Avoid redundancy ("an investigation of..", "The analysis of...", "Effect of ...", "influence of ...", "New Method...")
Abstract	<ul style="list-style-type: none"> • Reflects the main story of the RA : • Calls attention but avoids extra explanations 	<ul style="list-style-type: none"> • Past (perfect) tense and passive voice (!) • Short and concise sentences. • No citations, tables, equations, graphs etc. 	<ul style="list-style-type: none"> • Avoid introducing the topic. • Explain what was done, what was found and what are the main conclusions. • Bring summary numbers.
Introduction	<ul style="list-style-type: none"> • Introduces the topic and defines the terminology. • Relates to the existing research • Indicated the focus of the paper and research objectives. 	<ul style="list-style-type: none"> • Simple tense for referring to established knowledge or past tense for literature review. 	<ul style="list-style-type: none"> • Use the state of the art references. • Follow the logical moves. • Define your terminology to avoid confusion.

RAS	Main Functions	Preferred Style	Rules of Thumb
Methodology	<ul style="list-style-type: none"> • Provides enough detail for competent researchers to repeat the experiment. • Who, what, when, where, how and why ? 	<ul style="list-style-type: none"> • Past tense but active voice (!) • Correct and internationally recognized style and format (units, variables, materials etc) 	<ul style="list-style-type: none"> • M e n t i o n everything you did that can make importance to the results. • Don't cover your traces ("Some data was ignored") establish an authors voice ("We decided to ignore this data"); • If a technique is familiar only use its name (don't re-explain); • Use simple (st) example to explain c o m p l e x methodology.
Results	<ul style="list-style-type: none"> • Gives summary results in graphics and numbers • C o m p a r e s different "Treatments" • Gives quantified proofs (statistical tests) 	<ul style="list-style-type: none"> • Past tense • Use tables and graphs and other illustrations. 	<ul style="list-style-type: none"> • Present summary data related to the RA objectives and not all research results. • Give more emphasis on what should be emphasized • Call attention to the most significant findings • Make clear s e p a r a t i o n between yours and others work.

RAS	Main Functions	Preferred Style	Rules of Thumb
Conclusions and discussion	<ul style="list-style-type: none"> • A n s w e r s research questions objectives • E x p l a i n s discrepancies and unexpected findings • S t a t e s importance of discoveries and future implications. 	<ul style="list-style-type: none"> • Simple or present tense (past tense if it is related to results) • Allows scientific speculations (if necessary) 	<ul style="list-style-type: none"> • Do not recapitulate results but make statements. • Make strong statements (avoid "it may be concluded..." style) • Do not hide unexpected results -they can be the most important.
References	<ul style="list-style-type: none"> • Gives list of related literature and information sources. 	<ul style="list-style-type: none"> • Depends on journal but authors / editors; year and title must be included. 	<ul style="list-style-type: none"> • Always cite the most accessible references. • Cite primary source rather than review papers.

(Figures and tables adapted from Hengl and Gould (2002))

* * * * *

CASES IN MANAGEMENT

Dr. B. S. Sawant,

Director, Karmaveer Bhaurao Patil

Institute of Management Studies

and Research, Satara.

CASE : Narayana Automobiles Ltd.

Narayana Automobiles Ltd is a traditional automobile spare parts manufacturing organization. The company has been selling its products to reputed manufacturers of cars like Maruti and Standard Motors. The company has not doing well for quite some time low. It faces competition from new spares parts manufacturers and the management feels that their clients may go to other firms if they do not put things in order and get competitive. In order to make the organization more competitive, the management decided to hire the services of a new CEO Mr Wagh. Mr Wagh is a hard-core operations man with thirty years of professional credibility to his standing. After taking over as the CEO of the company, he called for a meeting of the senior management and employees to ascertain the problems faced by the organization.

After hearing the senior management and employees, he felt that his main task was to create a new work culture in the organization. Mr Wagh is a great believer in HRD and feels that the HRD department has to be built and de-linked from the HRM department. The job of the newly created HRD department is to develop people, raise their morale and commitment, train and build an achievement-oriented work system and empower employees so that competitive advantage may be achieved for the

organization in order to come out of the present trouble.

You are employed as the new HRD Manager of the organization. Mr Wagh tells you on the first day of your work that the main problems are sagging employee morale, low productivity and an accumulated loss of Rs 200 crore. The CEO has decided to introduce HRD strategies based on the survey feedback.

Questions :

1. As the new HRD Manager, how will you go about your work in Narayana Automobiles Ltd ?
2. How will you revamp the organizational strategy to implement the ideas of the CEO ?
3. What in your opinion should be the HRD strategies that the HRD department should implement to achieve its target in the next three years ?

CASE : Souza Poultry Company Ltd

Souza Poultry Company Ltd was established in the year 2000 to supply chicken and poultry products to the hotel industry in Mangalore. The company had a farm located in Kudupu, a village in Mangalore, and a factory to process the chickens. The company, since its inception, was making a profit of 18-20 per cent per annum. The farmers bred the chickens until they were ready for processing in the factory. The work was dirty and required certain skills to deal with the birds so that they did not get injured or frightened. The proprietors, Claud and Maria, along with their workers have been running the show since the inception of the business. Maria felt that the organization was very vulnerable because of the following:

- She could not see any growth for the organization or for personal

development as the couple felt that they had absolutely no time for their personal life.

- Maria also felt quite vulnerable as their market consisted of a few big buyers and if they lost any one buyer, their business was in jeopardy.

Maria suggested to Claud that they appoint a professional manager, preferably an MBA, who could develop the organization by keeping both the clients and the workers happy. He could run training workshops for the workers and think of ways to get more clients so that the organization would be less dependent on a few clients for survival.

Questions :

1. What is the fundamental problem with Souza Poultry? How can it best be solved?
2. What HRD practices can be introduced to make the workers and management more content with the work that they do?
3. In your opinion, will an MBA as a manager improve the situation?

CASE : Hotel Ratna, Mangalore

Stephen Robinson is the CEO of Hotel Ratna, a medium-sized restaurant in Mangalore. He has been running the restaurant for two decades. He noticed that though turnover was not a problem for the hotel, workers working in the restaurant were not working up to their full potential. It was a well-known fact that they would avoid work and spend their time in unproductive activities. Over the past two months, the situation had become quite alarming as the restaurant was unable to cope in the rush hours and many of the regular customers were not coming as regularly to the restaurant as they used to.

- i) Mr Robinson contacted the HR Manager Mr Sunil and enquired about

the problem. He told Mr. Sunil the workers were paid the highest compared to other restaurants in Mangalore. Their working conditions were fine and-so were their fringe benefits, yet the workers were not motivated and things were turning from bad to worse. The HR Manager replied, 'I have already informed you that pay, working conditions and benefits are not enough. We have linked promotions and benefits to the length of service. Even non-productive workers enjoy all the benefits as the productive workers and, therefore, it pays to be non-productive'.

The CEO then asked the HR Manager to devise a scheme where benefits will go only to the efficient workers who put in hard work.

Questions :

1. If you were the HR Manager how will you go about finding a remedy to the HR issue in Hotel Ratna?
2. Do you think the situation would change if promotions were linked to meritorious performance? Give reasons for your answer.

CASE : Mangala Tech

Mr. Ravinder Patil is a B.E. in Computer Science from Regional Engineering College, Surathkal and is working as a project manager in Mangala Tech., a leading software company in India. Mr Patil was an all-rounder, who did exceedingly well in his studies as well as other extracurricular activities. Though he secured admission for MBA at Munipal Institute of Management, due to financial constraints, he discontinued his studies and joined Mangala Tech. He proved to be good at his job and within a short period of five years, rose to the position of Project Manager. Gradually, Mr Patil began to feel dissatisfied with the work environment in general and his work in particular. He wanted to get an MBA degree and

as his desire remained unfulfilled, he felt restless. His friends suggested that he should meet his boss, Mr K.K. Pai and discuss the matter with him. Mr Patil requested Mr Pai to sanction study leave for two years. Mr Pai was not helpful and discouraged Mr Patil by saying that for a talented person like Mr Patil, an MBA degree would make no difference and, moreover, the company had no such policies of granting study leave. After about a month Mr Ravindra Patil put in his resignation.

Questions :

1. Critically analyse the attitude and action of Mr Ravinder Patil.
2. If you were Mr K.K. Pai, what advice would you give Mr Patil and why?

Hotel Mangalore Private Ltd

Hotel Mangalore Private Ltd, is located in Hampankatta, Mangalore. It is at a distance of 1 km from Mangalore railway station. Started about two years ago, it is now attracting business customers from all over the country. Mr R.K. Shetty, who has served in five star hotels in Mumbai and Chennai, wants to make it the number one hotel in Mangalore.

The staff and employees of this hotel are recruited locally. Since most of them do not have any experience of working in five star hotels, they do not have the attitudes and skills to deal with the hotel's customers. In contrast, the supervisory staff are qualified, with degrees in hotel management and have undergone intensive training in five star hotels in Mumbai before joining Hotel Mangalore. However, their assistants in the front office, lobby, restaurant, kitchen and housekeeping do not have any formal training in their respective jobs. The supervisory staff, therefore, finds it difficult to give them suitable instructions. The employees and staff

are not of the standard expected of them from the business customers, who compare the service at Hotel Man-galore with other five star hotels. Of late, there have been an increasing number of complaints about cleanliness, housekeeping, room service and service at restaurants.

Mr. Shetty called a number of meetings with departmental heads and supervisory staff. They strongly recommended a formal training Programme for staff and employees of the hotel. It was, therefore, agreed that suitable training be given to the staff and employees. However, the supervisory staff did not wish to relieve the staff during working hours and the staff was not willing to attend the training Programme after working hours.

You have been appointed as management consultant for Hotel Mangalore and have been asked to give a comprehensive training plan for the employees giving the needs, duration of training, contents, methodology, resource persons, and a formal appraisal method to evaluate the effectiveness of the training Programme.

Questions :

1. How will you make a comprehensive training plan for the staff who needs to be given training?
2. What would the contents of the training Programme be?
3. How will you assess the training needs?
4. How will you motivate the staff to attend the training Programme?

Sanjeevani Pharma Company

Sanjeevani Pharma Company has its headquarters in Mangalore. It manufactures and markets drugs and medicines. The company has met severe competition from large pharma companies with foreign collaboration. Mr. K.V. Nayak, Vice-president, marketing, has been with the company

for the last two years. He has ambitious plans for capturing a sizable share of the South Kanara market and in Kerala.

As the company is medium-sized, Mr Nayak has kept his marketing department and team lean and trim. The medical representatives were given aggressive targets and were pushed to reach their respective targets. The representatives worked hard to complete their respective targets. Mr Nayak himself worked almost twelve to fourteen hours a day. however, there was no formal appraisal and reward system in S. K. Pharma.

During the last year, more than twenty-five medical representatives had left the company due to unsatisfactory increments and promotions. Those who left the company were excellent workers. Mr Nayak did not care for this high turnover. He was confident that he would be able to hire, freshers since Sanjeevani Pharma paid the highest salary in the industry. Mr Nayak also felt that he could select candidates who were not happy with their remunerations in other companies.

Mr. Nayak had never communicated to the medical representatives about their performance or reasons for not recognizing their outstanding performance.

Questions :

1. What do you perceive is the basic problem in Sanjeevani Pharma? Suggest the steps you will take to correct the situation.
2. What type of post-appraisal interview would you recommend ? Should the system include post-appraisal rewards like increments and promotions? Give reasons.



- ANNEXURE CASES -

1. The Ethical Dilemma

- Dr. Girish Jakhota

Mr. Prakash is under tremendous tension these days. Two weeks back, he knew that his company has been black listed by the excise department, for excise evasion. He also knew that his name appeared in the black list, as one of company's executives to be interrogated. The company has been involved in under-valuation of its production for last two years.

Mr. Prakash is a junior executive in the excise department of the company, reporting to his departmental head. His superior has been pressurising Mr. Prakash to support him in under-valuation of company's goods. Mr. Prakash has been involved in the under-valuation practice, without any self-interest; but because he was compelled. His wife was telling him for quite some time, to get out of such activity & if that was not possible; then quit the company. Mr. Prakash argument was that, he did it for the benefit of the company & not for himself. He also used to argue that the practice of under-valuation was very common.

Required : Advise Mr. Prakash for an optimal course of action.

* * * * *

Dr.B.S.Sawant

Director,

Karmaveer Bhaurao Patil Institute of Management Studies
and Research, Satara

Post Box No. 56, Chh. Shivaji College Campus,
Satara- 415 001

Maharashtra.

Phone No. : (02162) 230011

Fax : (02162) 229089

e mail : mba.kbp@gmail.com

kbpimsr_satara@rediffmail.com