

Tips for Written Cases – *By Students, For Students*

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Course: BUS 302
Title: The Gateway Experience (3 units)

“Teams, not individuals, are the fundamental learning unit in modern organizations. This is where the “rubber stamp meets the road.” Unless teams can learn, the organization cannot learn.”

--Peter Senge (1947-)

Purpose:

The purpose of this document is to summarize practices that BUS 302 students observe to have the greatest impact on accomplishing case objectives and delivering superior written case deliverables. These tips were written at the end of the semester. All of the tips below were written by students who have successfully completed BUS302 and are intended for future students of BUS 302. (Note: The additions in brackets are minor editorial changes added by the instructor in the interest of clarity.)

Tips on Team Management:

“After the first case, we worked more cohesively.”

“We met immediately after class to review mistakes.”

“We held a ‘team review’ to critique other team members’ work.”

“We switched and rotated assignment (e.g., ethics, strategy, business law, etc.).”

“[We increased the] length of our meetings.”

“[We learned] to be patient and optimistic.”

“We organized more team meetings [than we had originally planned].”

“We used meeting days wisely (get stuff done!).”

Tips on Case Management:

“We finished cases early so that we could proofread and take it the CSUN Writing Center [for help].”

“We learned the importance of discussing each section with other members of the team.”

“We adapted to [the professor’s] grading rubric.”

“We used office hours (it helps a lot!).”

“We best learned from feedback by having the person that had mistakes on their part of the paper ask the strongest team member for help.”

“We learned to start the case early and prepare the ‘case prep’ ahead of time.”

“If we did well [on a case], we used that case as an outline/base for the next case.”

“[We used] office hours to improve content accuracy.”

“We best learned from feedback by assigning the same part of the paper to the same person every time to see if [he or she] improved any mistakes [he or she] made on the previous paper.”

“[We learned] to seek expert help if needed.”

Tips on Writing:

“[We learned to] spend more time on the writing process—revise, revise, revise.”

“[We] used the professor’s web site more—for formatting of [the] case.”

“We revise all grammar mistakes together.”

“We all read the errors and made sure not to repeat them.”

“When working on the current case, we referred back to the previous case in order to avoid making the same mistakes.”

“We researched various examples of similar grammar mistakes.”

“We used the CSUN Writing Center to help review drafts.”

“We had every person edit every part of each case and we checked for consistency throughout the case.”

“The comments given on the case [deliverable] are very precise on what we should improve on the next case. On the grading (sic) rubric, it makes it easy for us to understand where and why we were given a certain grade. As the next case approached,

we became more aware of potential mistakes. This caused our team to take more time in revising our case and improve our grammar choice before each submission.”

Tips on Interpersonal Skills:

“[We learned to develop] the need to expect what other team members need.”

“We got in touch with the professor and got explanations of mistakes.”

“[We used the idea that] strong leadership was enforced during every case.”

“[We learned] to be willing to accept constructive criticism from team-mates.”

“We started to communicate more to effectively complete our cases.”

“When we acknowledged an area that we were struggling with, we asked the professor for guidance on how to improve.”

Tips on Technology:

“We used Google Groups [to coordinate our work].”

“We scanned [the returned case document with comments] and made sure everyone had a copy.”