

CEEMAN Case Writing Competition

CASE EVALUATION CRITERIA

1. **OPENING PARAGRAPH.** Name and position of decision maker? Time of case and location? Issue or decision clearly identified? Is there an “action trigger?”
2. **REMAINING CASE COMPONENTS.** Is the case title “neutral”? General company background? A specific area of interest (marketing, finance, etc)? Specific problem or decision? Alternatives readily apparent? Conclusion?
3. **LENGTH AND STRUCTURE.** Appropriate length (8-10 pages, 3-4 exhibits)? Written in past tense? Chronology logical?
4. **ISSUE IMPORTANCE.** Is the issue non-trivial? Does it fit educational needs?
5. **ANALYSIS OPPORTUNITIES.** Does the case enable analysis by students? Does it promote critical thinking? Does it provide for useful generalizations? Does the case invite students to move from techniques to concepts to theories? Are techniques/concepts/theories extensible to other arenas?
6. **DISCUSSION POTENTIAL.** Does the case include an issue about which reasonable people could disagree? Will it facilitate lively discussion? Does it highlight ambiguities and leave it to discussants to resolve them? Are case writer personal judgments avoided?
7. **INTEREST LEVEL.** Is the case interesting? Easy to read? Does it engage the reader comfortably as protagonist? Does it seem real? Does it use “quotes” liberally? Is it more than just “facts and numbers”?
8. **DATA.** Can the case stand alone? Are the data sufficient (not too many, not too few)? Do the data appropriately condense excessive detail?
9. **PROCESS.** Does the case provide a “voyage of discovery”? Does it lead to finding “problems behind problems”? Does it invite surprise (and learning) such as by leading students to change roles in mid-stream?
10. **TEACHING NOTE.** Include brief synopsis? Teaching objectives? Immediate issue and basic issues? Suggested student assignment? Potential audience? Discussion questions (and answers)? Class plan?

RUBRIC FOR CASE NARRATIVE EVALUATION

Criteria	Point Range	Points
Name, position, company of case protagonist is clearly identified in opening paragraph	0-1	
Issue(s) or decision(s) is/are clearly defined in opening paragraph	0-1	
Action trigger is clearly stated in opening paragraph	0-1	
Company history/background is precisely tailored to case focus	0-5	
Case narrative clearly supports the issue(s)/decision(s) that is/are at the heart of the case	0-10	
Case is written entirely in past tense	0-4	
Case events presented in clear, logical chronology	0-5	
Quotes from case personalities increase reader interest in case	0-5	
All secondary information is accurately identified and correctly cited	0-5	
All case exhibits, figures and tables are clearly, accurately labeled	0-5	
All case exhibits, figures and tables are sequentially labeled	0-5	
Tone of case is completely neutral, devoid of any case writer bias/personal judgment	0-5	
Case issues/decisions are significant and very compelling	0-10	
Case issues/decisions demand sustained, rigorous, high-level critical thinking	0-10	
As appropriate, case narrative clearly invites students to move from techniques and concepts to theories	0-10	
Case issues/decisions lead to lively class discussions	0-6	
Case is a realistic platform for generating multiple alternatives about which reasonable managers can disagree	0-5	
Data and exhibits are complete enough/sufficient enough for students to conduct required analyses	0-10	
Case includes data and exhibits as appropriate to the case's central issues/decisions	0-4	
Overall, case provides readers with an interesting, engaging voyage of discovery	0-10	
Case length is exactly matched with case difficulty, neither too short so key points are omitted nor so long the case become boring	0-5	
Publication of case significantly adds to the case literature on issues faced by businesses in emerging/transitional market countries	0-10	
	Total Points	

RUBRIC FOR TEACHING NOTE EVALUATION

Criteria	Point Range	Points
Teaching Note begins with short, accurate case synopsis	0-1	
Teaching note includes a minimum of three, clear learning objectives	0-5	
Teaching note clearly identifies the level of case difficulty	0-1	
Teaching note clearly identifies the course(s) in which the case can be used	0-3	
Teaching note has a minimum of three meaningful, challenging case discussion questions	0-10	
Teaching note provides complete, well-written answers/responses to each case discussion question	0-10	
Case discussion questions demand higher-order critical thinking skills (as developed by Bloom)	0-10	
Teaching note includes worksheets and data analyses for all required quantitative reasoning questions	0-5	
Teaching note clearly identifies the relevant theory supporting the case's central issue(s)/decision(s)	0-10	
Teaching note has well-defined, case teaching plan	0-5	
Where alternative opinions, approaches are possible, teaching note includes these, thus supporting the idea that decision makers can have competing, alternative points of view and approaches	0-10	
Responses to each discuss question distinguishes between "A" and "C" level answers	0-5	
Teaching note has evidence that both the case narrative and case discussion questions have been class tested	0-5	
Overall, the teaching note is well-written , free of grammatical and spelling mistakes	0-10	
Overall, the teaching note meaningfully supports professors for in-class use of the case, regardless of whether they are novice or experienced case method practitioners	0-10	
	Total Points	