

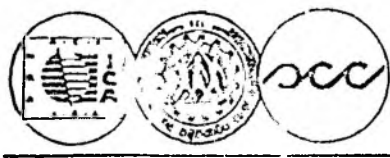
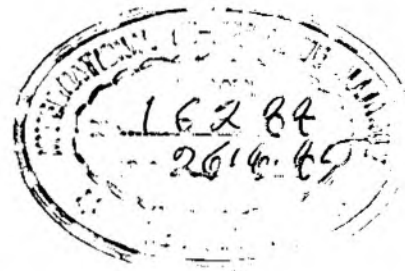
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INTRODUCTORY
WORKSHOP
MANUAL
ON

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CASE METHOD



**Project for Training of
Cooperative Teachers in Sri Lanka**
(National Cooperative Council of Sri Lanka)
Cooperative House, 455 Galle Road, Colombo-3

INTRODUCTORY WORKSHOP ON CASE METHOD

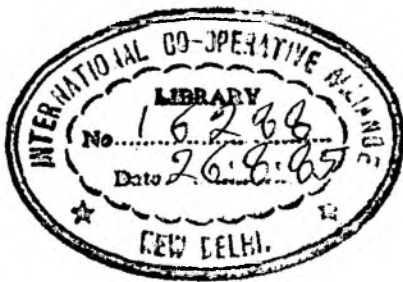
- A TRAINER'S GUIDE -

Written by
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DIRECTOR

COOPERATIVE TEACHERS
TRAINING PROJECT

SRI LANKA



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SRI LANKA.

PREFACE

I was compelled to write this guide in order to fulfil a long felt need to have an elementary guide for the benefit of the trainers who are in search of document to be used as a guide when they conduct a Case Workshop of an introductory nature. I myself tried to find such a material but in vain. This guide was tested and revised in two workshops held at the School of Cooperation, Polgolla, Sri Lanka during March and April 1981. The target group was consisted of the teachers of the National Cooperative Council of Sri Lanka.

I would like to acknowledge with gratitude in using some reference material prepared by CEMAS Project of the ICA London and some cases prepared by Paul Pigors.

I hope that the guide will be of some use for the trainers who are interested.

Any comment on the guide would be appreciated for its improvement in future.

W.U.HERATH.

CASE STUDY (INTRODUCTORY) WORKSHOP

Objectives: To enable participants to

1. Explain the characteristics, advantages and disadvantages of the Case Method.
2. Identify the subjects and situations in which the Case Method could be employed.
3. Present a Case Study in a training session.
4. Write a micro case on the basis of data given.

Duration:

5 working days.

Learning Method:

Syndicate work, Case Studies, Individual Exercises, Role Plays, Group Discussions.

Materials:

Working papers, model cases, Tape recorder Overhead Projector and transparencies, Flip charts.

SUGGESTED PROGRAMME

First Day

Session

Activity

1. Introduction to the programme
Participants working methods, &
Practical arrangements
2. Pretest.
3. Introduction to case method.

Second Day

4. The Types of cases.
5. Micro Cases (~~Cassette~~).
6. Introduce process.

Third Day

7. Classical type of a case study.
8. Presenting a case study with a role-play.
9. Teaching with a case study.

Fourth Day

10. Writing a case study.
11. How to write case study.

Fifth Day

12. Post Test.
13. Follow up assignment Section learning.
14. Programme Evaluation.

SESSION 1

Introduction to the Programme

Objective: To enable participants to

1. Assess the design and the depth of the programme in terms of relevance and the actual needs.
2. Introduce each other who participate in the Workshop.

Working Methods:

Dyads and group discussion.

Material:

Suggested Programme, Working papers on the Introduction to the case workshop.

SESSION GUIDE

1. Introduce the workshop by explaining the programme to participants. Objectives will have to be emphasised. Ask for participants' observations and suggestions. If necessary accept the suggestions and revise the programme to suit their wishes.

2. Get the participants to introduce each other by introducing his/her colleague sitting at the right hand side.

SESSION 2

PRE-TEST

Objectives: To enable the participants organizers to

1. Assess the Knowledge and the skills the participants possess in case method.
2. Assess to what extent the case method is being used at the training sessions.
3. Judge the capacity of the participants to receive new ideas of participative learning methods.
4. Assess the attitudes of the participants towards case method as a teaching technique.

SESSION GUIDE

1. Introduce the questionnaire which have been distributed among participants and explain the contents if necessary.
2. Emphasise that the participants will not be exposed to a test where they are evaluated and given marks or graded. Explain that their answers will be kept in secrecy and will be used for future purposes of the organizers only.
3. Explain the follow programme that will be followed and say that individual participants will be given opportunities to prepare cases and get necessary assistance to test and publish the same by the organizers of the workshop.

Follow up programme will be:

1. Case writing workshop.
 2. Follow up field research.
 3. Material testing workshop.
4. Collect the questionnaire duly filled-up by the participants.

PRE-COURSE QUESTIONNAIRE

1. Name:
2. Institution:
3. Present job:
4. No. of years of service ?
Frequently Sometimes Never
5. How often do you use the following teaching methods?
Lectures
Group discussions
Case Studies
Project work
6. If you use case studies indicate the subjects:
7. Have you ever written case studies for your own or others use? If so please give the subject areas:
8. What is a case according to your experience?
9. According to your experience for what subjects and which situations case methods can be used?
10. What are the advantages and disadvantages of the case methods?
11. As a result of attending this workshop I shall be able to

Signature.

Introduction to Workshop on Case Studies.

The Workshop on Case Study Method has the following objectives:

To enable participants to

1. Explain the characteristics, its advantages, and disadvantages of the Case Method.
2. Identify the subjects and situations in which the case method could be employed.
3. Present a case study in a training session.
4. Write a micro case on the basis of hypothetical data given.

This workshop is a preliminary step of organising a comprehensive package on case method in teaching and learning. This will provide an experience in familiarization with the case method in different forms. The workshop will start with a micro case and end up in dealing with classical approach towards case method.

The workshop will give some experience to participants how to present a case with the help of Audio Visual Aids.

The next step of the workshop would be a case writing workshop where the participants are given necessary experiences in research method and field work strategies. It will deal with selecting and recruiting case subject, field work, how to write a Case Study, testing and revising a Case Study and evaluation procedures in Case Study. The participants may be given a thorough experience in theoretical aspects and will be asked to go to the field and undertake writing a case. They will be asked to test their cases in real situations. The artificial target group (normally a group consisting of case writers themselves) will be avoided as it does not create a realistic atmosphere in which the proper discussions take place.

The preliminary workshop will be of highly participative nature. There will not be any lectures on case method; but every attempt will be made to get participants to experience the ideas given by the facilitator. The working papers will be subjected to critical analysis by the participants in syndicates. The basic criteria used in self appropriating ideas given in the workshop would be participative experiences as teachers and trainees. The success of the workshop will depend on the participation by the workshop members. The members are required to fulfil the tasks given at the workshop within the time constraint as far as possible, or the alternative is to extend the working hours.

The workshop members will not be able to enter into the next step unless they gain sound understanding of the role of case method in facilitating a learning session. Distorted ideas or attitude formed on the method will create confusion in the minds of the users as well as students who normally represent staff members of Cooperative Organizations.

SESSION 3

INTRODUCTION TO CASE METHOD

Objectives: To enable participants to

1. Analyse the interpretation of a case and case method.
2. Assess the use of case method in different contexts.
3. Identify a good Case Study.
4. Determine the limitations and advantages of the case method.

Duration:

6 hours

Learning Methods:

Syndicate work, Group Discussions

Material:

The working paper on Case Study
an Introduction.

SESSION GUIDE

1. Introduce the working paper and try to get different views of the workshop members from their experiences. Try to match the experience with the idea given in the working paper.
2. Distribute the working paper among the workshop members and clarify any point where necessary. Ask them to work in syndicates on the issues given and discuss on try to come to some general understanding at the Plenary.
3. Divide the group into sub-groups and give the following issues for discussion and report.
 - (a) What makes the case method a valuable method for training?
 - (b) What are the advantages and disadvantages of case method?
 - (c) Is it realistic to have sequential logical steps in teaching a case in the discussions. Explain your experience.

AN INTRODUCTION TO CASE METHOD

The case is an account of an actual situation presented through a communication media which raises problems connected to such an occurrence. The case normally consists of background information on the aim of such an activity or a system, its elasticity and environmental factors and the people involved. The case is not just an example or a slice of life.

The case narrates a series of events or events in relation to one situation or incident. It normally gives a realistic picture retaining the complexity of a case. Interconnected background factors are provided. However this standard and the value of a case is judged from the relevance and the presentation of factors connected with the situation.

The promoters of the case method have different views about the aim of the case. Historically it has been used to teach subjects such as medicine and law. However, it became popular among management trainers during 20th century. Different type of educators relates aim of the case to his subjects. They used the method to teach subjects like medicine and law etc. Management trainers used this method to teach theoretical aspects of management as well as to develop skills of the managers to take correct decisions. The common objective of the case is to present the facts which are known or available in relation to a situation or an incident. The decision is not normally given or explained. However, relevant factors are given in a logical sequence form which could lead to a decision or conclusion. There is a possibility of drawing alternative decisions or conclusions in a management case.

The case should not be a mere guess work by a participant. It is some kind of a good detective story where the reader gets dues to solve a mystery.

The case is a distinct literary form but it is not purely narration. It has important elements of narration. It is not purely argumentation but it has important elements of argumentation. It is not merely a fiction.

The case has a structure of its own and an anatomy of its own.

The case has a time structure some cases deal with time factor in terms of logical sequence, but some cases have series of time structures as decided by the case writer depending on the nature of the case. However, all the cases are written in past tense.

It has also a narrative structure with the logical time sequence of events, the things that happened another circumstances of their happening are given in an understandable pattern. Where did they begin, what led to what etc. In other words, there is a flow of a story.

There has to be one or more expository (descriptive) structures in the case. Description of background factors leading to the situation and the context in which the incident take place should be given. Specially this is necessary for law students rather than the participants who are familiar with the subject.

Willing suspension of disbelief is the underlying factor in a successful case study. The student should be able to forget the artificial nature of a case. It should really be a living thing. The plot structure of the case should provide a dramatic effect and suspense. However, this varies from the cases meant for management decision making to subject oriented cases. A case must have an issue or another accepted principle among our writers. If it has a problem of some kind the leader or the participant will be able to develop interest in the case.

For a successful case the structures should be intergrated in such a way genuineness of the case is established. Sometimes you may start the case with the present situation with regard to the problem and go back. Sometimes you may take the other way around. Some facts are dropped and some minute elements are given primary importance. Interviewing the structures is a skill that has to be developed over a period of time.

The size of the case has many ways. It may only be one or two pages or ten pages or more. The classical approach (Harvard) permits a case to be run for 10-50 pages even. Anything which is relevant to the situation is included. History of the situation is included. History of the institution, biography of persons etc. It may also contain organization charts survey reports, statistics etc. It would also contain detailed information about techniques, procedures, systems, environment and other relevant information.

The reader takes considerable time to study a lengthy case. Sometimes it may be necessary to go through the case several times or some portions of it. The issues in the case may not be clear to the student.

The case method could be used in Cooperative Training Programmes in different subject areas;

1. Business Management
2. Leadership Development
3. Human Relations
4. Law
5. Accountancy and Auditing
6. Staff Training

Case Study provides opportunities to develop skills, changing attitudes and gaining knowledge. It is mainly used for skill development in management training. Ivor K Davis has shown the role of case studies among other methods as follows.

TEACHING STRATEGY	CLASSES OF LEARNING OBJECTIVE					
	COGNITIVE		AFFECTIVE		PSYCHO MOTOR	
	LOW	HIGH	LOW	HIGH	LOW	HIGH
Lectures	••••	••••••••	••••			
Lesson-demonstration	••••	••••••••	••••		••••	••••••••
Group discussion		••••••••	••••	••••••••		
Tutorial		••••••••	••••	••••••••	••••	••••••••
Role Playing	••••	••••••••	••••	••••••••		
Case Studies	••••	••••••••	••••	••••••••		
Games		••••••••	••••	••••••••		
Brain-Storming		••••••••	••••	••••••••		
Programmed learning	••••	••••••••	••••	••••••••		
Computer assisted learning	••••	••••••••	••••	••••••~•••		
Independent study		••••••••	••••	••••••~•••	••••	••••••~•••
Leaderless group		••••••~•••	••••	••••••~•••		
Sensitivity training		••••••~•••	••••	••••••~•••		
-						

Objectives for which the use of varying types of teaching strategy are likely to be optimal

	DEGREE OF CONTROL	
	TEACHER	STUDENT
Lectures	●●●●●●●●	
Lesson-demonstration	●●●●●●●●	
Group discussion		●●●●●●●●
Tutorial	●●●●●●●●	●●●●●●●●
Role playing		●●●●●●●●
Case studies		●●●●●●●●
Games		●●●●●●●●
Brain-storming		●●●●●●●●
Programmed learning	●●●●●●●●	
Computer assisted instruction		●●●●●●●●
Independent study		●●●●●●●●
Leaderless groups		●●●●●●●●
Sensitivity training		●●●●●●●●

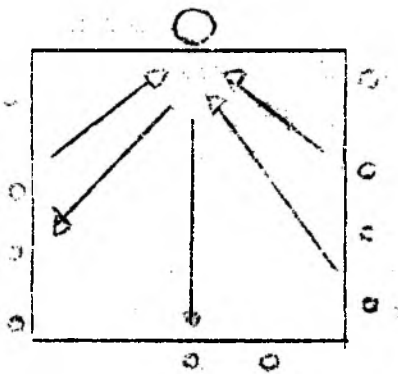
Relationship between teaching strategy and teacher-student control

Case Study Method normally adopt group discussions to be more effective in achieving learning objectives. It involves 3 categories of Resources. Facilitator who present the case, the case itself and the student or the participant.

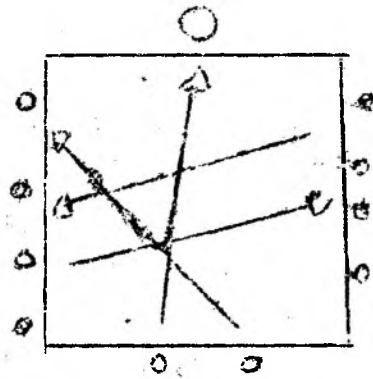
The role of the facilitator in a case presentation is no simple task. He plays the detailed role in introducing the case and in no way get himself involving in the characters or incidents in the case. It is equally a difficult as a case writer. However, he plays a different role than a traditional lecturer. He plays a role of a member in the group but takes care not to impose his conclusions on the issues. He creates a position environment for live discussions, explores of new ideas stimulate and guides productive thinking.

He does not impose his judgement or suggest his own conclusions. This does not mean that he is not free to express his opinions, summarise discussions or point out principles or generalisations. He also could clarify ambiguous statements or contradictory points. He should allow discussion among the participants using questions to establish right pattern of discussion. This could be illustrated as follows:

NOT THIS,



BUT THIS?



The facilitator should know how to lead a discussion and should possess the necessary experience, otherwise the discussion will end up in confusion and without forming into a group conclusion.

The case normally supplements and complements the general principles or theories given in text books when it is used in teaching subjects. McNain quotes an experiment done at a high school to teach economics with the help of case method. He quotes a teacher saying "This was the first time I've ever seen economics made fascinating to kids. I was amazed at the way they picked up economic concepts. The personalized approach got to them. It was like pursuing a detective story".*

* Harvard Business School Bulletin -July-Aug.1971.

The success of a case ~~is~~ basically depend upon the individual who use it for their benefit. The case is studied and analysed by the students themselves and come to conclusion after discussions. They not only gave a recommendation but also defend against any alternative suggestions. However, it is not intended to culminate in any one solution to a problem. Specially so many alternative courses of action could be suggested to issues in management.

The students normally relate the incident given to their own experiences. He will match his experience with the case and either come to new conclusion affirms his own opinion. This happens when his idea confronts others opinions. The interaction process which takes place in the group discussion allows members to reconsider their ideas. It leads to achieve clear perception of problems, recognition of many and often conflicting interpretations of facts and event and greater awareness of the complexities within which decisions are reached.

What are the steps that should be followed to study and analyse a case?

Students may have their own methods of studying a case and analysing facts. However some common principles could be evolved on the basis of the commonly used steps in the group work.

1. Mastery of facts given in the case

It is necessary to identify the pertinent facts and discuss the facts which are irrelevant. So part of the process of mastering the facts it frequently will be found desirable to utilise the numerical data in the case to make any possible calculations and comparisons that will throw light on the problem.

Develop a clear, mental picture of the situation being studied. This calls for realistic imagination because it is never possible to give all the facts. If the student lacks the background to fill in these details, he should seek descriptions of industrial or departmental operations which will aid in this "sensing of the situation". A realistic imagination is well worth cultivating ~~because~~ of its usefulness of an executive in thinking through the effects of a contemplated plan of action.

2. Clarify the problem. The purpose, or in military terms the "mission", should be clearly set forth and then the operating situation should be reviewed to determine the difficulties in reaching it. Ask yourself, "Just what is wanted and what am I up against?"

The student is asked to undertake to determine the exact question at issue. Sometimes the issue may be very clear, but other times it may be quite obscure, because the first form in which a business problem presents itself to an executive may only be remotely similar to what he finally determines the real question to be. Learning how to ask the right questions is one of the most important arts of business management.

When the issue has been clearly determined, the next step is practically always to break it down into subissues or subquestions. In other words, to answer the main question it will be found necessary to answer certain subordinate questions. The formulating and answering of these subquestions is the heart of the analysis. The omission of a significant question may lead to costly error in decision.

3. Determine the alternatives and the key factors in deciding which is best. This is the heart of the analytical phase. Usually there are several possible solutions to a problem, and the wise choice must rest on identifying the crucial differences. This factoring of the problem enables one to concentrate on the important issues and avoid wasting time on insignificant matters.

4. Marshal and analyse the facts. Here "Facts" include opinions, inferences and forecasts as well as historical records and statistics. Care must be taken to appraise the reliability of such information; rarely is it possible to make executive decisions solely on the basis of objective data. This data then must be sifted, combined, and related to the alternatives and factors developed in step 3.

5. Decide on the course of action. Judgement is usually still necessary in deciding just what plan to follow. Often one factor must be balanced against another, adjustments made for uncertainty, and full recognition given to timing and difficulties of putting the plan into effect.

6. Check the decision from several angles. Executive action almost always deals with a complex situation, so it is wise to examine a plan from several different points of view. For example, an organisation plan can be checked by tracing a typical transaction from start to finish to make sure "who does what" is clear. Or, a personnel decision may be checked by putting yourself into the position of several different individuals and thinking how each will react.

7. Prepare an appropriate report for your own reference or when required for others. This should not necessarily cover all the steps just outlined. The person reading the report may be interested in a summary of your mental process in reaching the decision, but action is more likely to be taken on a crisper, more persuasive document. The report should be suited to the person who will see it and the purpose it is intended to serve.

The man who can do each of these steps well has developed the ability to make sound executive decisions.

ADVANTAGES AND LIMITATIONS OF CASE STUDIES

ADVANTAGES

The Case Study method trains men to identify and analyse complex problems and to frame their own solutions while in the instruction process.

Experience is obtained in diagnosing concrete problems and applying principles or generalisations in their solution.

The business executive does not deal with operations "in general" nor always "in the typical situation".

LIMITATIONS

1. Trainees should be successful men of wide experience and sound judgement. Otherwise their analyses are likely to be superficial and their solutions impractical.

He face a **specific** set of conditions and must act accordingly. Principles are of value to him only if he can employ them to overcome definite obstacles in reaching his objectives. The study of cases provides drill in this translation of general ideas into effective action.

Since each member of the group makes his own proposal, on one man's solution or analysis is accepted without criticism. Learners are exposed to a variety of approaches, interpretations and personalities.

Principles and generalizations, if they are drawn, come from practical cases and are established by the learners themselves who develop a fuller and more realistic understanding of sound principles. The use of case provides an opportunity to check the real meaning of a principle; often what

2. Some individuals are reluctant to submit their ideas to thorough criticism and resent anything except agreement. Such men must be handled with so much caution that the method may be impractical.

3. Those who have been brought up in the lecture, recitation, or text book with answers tradition may be completely drift in a discipline that demands analytical thinking but provides on answers and leads to no "best" solutions.

appears simple as a generalisation is not so clear when one attempts to apply it. But once the concept has been tested and found helpful, it takes on a new significance; it becomes more like a familiar tool. Moreover, in solving cases one soon discovers that the principles keep bumping into each other. Most real situations have several facts, and action on one fact may have serious repercussions in other directions. These overtones and interrelations are important to a practical understanding of principles.

The case study method reduces the overconfidence of dogmatic participants by submitting their ideas to challenging, thoughtful criticism by their equals.

4. Case study also may be criticised on being a piecemeal approach which lacks in focus, since it allows various men to present a variety of ideas and conclusions but avoids using any mechanism that could put the whole problem together as the study comes to an end.

"Departmental" specialists are taught to seek an insight into the overall problem of the entire business. Participants are given a chance to make decisions which may be beyond the requirements of their present responsibilities thus preparing them for increased responsibilities.

By their very nature, cases appeal to both students and supervisors alike. They have a flavour of reality. They are dramatic. They clothe academic ideas and formal principles in a humanistic form and incorporate the strengths and weaknesses of people. The characters in the case live and have real meaning. Infact, characters in cases, take on such reality that their names are constantly brought up in social gatherings of the

5. Like role playing and other off the job approaches, this one gives no assurance that classroom success will be duplicated in office, factory or store. Men who understand a problem and frame an acceptable verbal solution still may not know what steps to take or how to take them. Under the pressures of their heavy workloads, conflicting personalities and loyalty to old methods, brilliant analysts fail in practical application.

6. Since most of us have been educated in a system in which the teacher "knows the answers", or the "answer" is in the textbook, most participant in a case study programme feel some degree of resentment towards to the method of the instructor when he refuses to tell them whether they are right or wrong. However, after trainees have had enough experience with the method to recognise and accept their role and responsibility this resentment disappears.

the learners and even become synonymous with the error or success in which they have been involved. In contrast to some tedious texts on scientific management, cases are the "novels" and "dramas" of the work place.

Case usually lack all the "facts" student desires to have about the situation. This lack may appear to force decisions to be made that are based on inadequate information. It must be recognised, however, that this is the typical difficulty most executives face, and they must learn how to fill in the missing data with reasonable assumptions.

DEVELOPMENT OF PERSONAL UNDERSTANDING

The difficulties of the student are admittedly aggravated at the outset by the use of the case method. Undoubtedly it is easier for the student to acquire so-called knowledge by the route of the textbook and the lecture. The case method is the hard way. Nevertheless, in the opinion of many educators the case method makes the difference between real education and merely passively acquired word and ideas.

The statement frequently is made that knowledge is power. To frequently that is interpreted to mean that knowledge confers power. Nothing could be less true than that passively acquired knowledge confers any power on the recipient. The true meaning of the statement "knowledge is power" is that true knowledge consists of power, to tackle a problem, break it down, sort out the facts, see what ~~should be done~~, and then to get it done. In other words, real education should equip the student not just with ^{book learning but with} power to deal with situations, particularly power to deal with new and unfamiliar situations. That kind of power cannot be conferred. It has to be acquired. It has to be acquired by painstaking personal effort. Real education is hard work. It is a process of drawing out the student's mind, not of purring in the instructor's ideas.

Thus the result aimed at is not the accumulation of knowledge in the form of facts or conclusions that can be readily memorised and repeated. The objective is rather the development of power to think in a constructive, orderly manner when facing new situation. Furthermore, business situations present many differences, and solutions, and solutions appropriate in one case for a particular company are not necessarily appropriate for all companies. Each case, however, is an experience from which something should be gained. Much of this gain comes from reviewing the experiences. Thus, while careful and methodical study of cases prior to discussion is obviously necessary, the critical questions raised are of special importance. Indeed, if the student does no more than decide in each case what are the issues and what are the critical questions underlying those issues, he will be making real progress.

But it would be a serious mistake to regard each case as a wholly individual and isolated business situation. Why is experience deemed to be such an important asset for any business executive? It is not because he remembers the details of each of hundreds of thousands of particular situations, but it is rather because he has developed out of the experience of these situations the power of discrimination and generalisation. He is able to know which situations are alike and which are unlike. In those which are alike he is continually forming generalisations as to what to look for and what to do in particular types of situations.

These ideas are what we call "currently useful generalisations". They are guides for thinking, precepts for action. Some academically minded people might be tempted to call them principles of business administration; but the word "principles" suggest something immutable, having a very broad application. Hence, if we think only in terms of principles, there is danger that we may strive for too great universality and wind up with mere platitudes or truisms, such as "The customer is always right", a statement which is broadly true but which is not a very useful guide to thought and action in particular circumstances. Before leaving any case, therefore, and particularly in reviewing a series or group of cases, a student should always ask himself "what currently useful generalisations can be drawn?"

SESSION 4

TYPES OF CASES

Objectives: To enable participants to

1. Identify basic elements which determine the types of cases.
2. Determine the relevant type of case to be used in different training sessions with different objectives.
3. Assess the seriousness of a good case study other than an 'armchair' case (Desk Case).

Duration:

3 hours

Learning Methods:

Syndicate work, group discussions,

Materials:

Working paper on the types of cases ,
flip charts

SESSION GUIDE

1. Distribute the working paper and clarify any point after allowing the participants to read it.

2. Give the following issues for group discussions on the basis of their experience. It is assumed that the participants have the familiarization with case method either as a trainee or a trainer.
 - (a) What is your experience on an armchair case (Desk Case)

 - (b) Identify the subject and subject areas in which different types of cases could be used. Identify the suitable type according to subjects.

 - (c) What is your opinion on the classical (Harvard) type of cases?

3. Discuss the group reports highlighting main points for further treatment at the plenary. Try to arrive at common conclusions.

TYPES OF CASES

Several definitions on the types of cases have been developed by various exponents of the case method in terms of focus, size and the objectives.

Armchair cases (A Desk Case) has been a controversial issue among case writer. The exponents of this type say the case is imaginary and could be written without spending much of resources. This is the most premature type of cases goes back to medieval ages where religious writers wrote parables or stories to express moral precepts. There are fear danger in depending on this types of cases in management. A situation conceived in a case writers mind may not be realistic. The reader is normally exposed to the danger of guessing solutions. Sometimes even the facts may contradict to each other and as a result the reader may loose the concentration on the case as a simulation to a true situation.

The case which describes an actual situation in disguised form is the accepted method of case writing. The case is developed around a selected topic or issue and a true story. The characters are true characters and the incidents are also actual. However the case does not define all factors of the situation but selected facts only. May be some facts are added by the case writer to sharpen the issue.

There are 2 distinguished type of cases that could be identified in terms of focus.

Description case normally includes a solution or a conclusion. In this type the discussion consists of an analysis factors contributing to the situation, possible reasons for people acting or reacting in a given way, additional facts needed for the understanding of the situation and other questions searching for explanations.

Second type is the action case. In the action case, a solution to the problem is not given, the discussion explores possibilities for action and various consequences, pros and cons of such actions.

There are 2 distinguished types of cases when we consider the size, micro case (caselette) and classical case (Harvard).

Micro cases are always simple and focus attention on one or two issues only. Illustrated aids such as taped dialogues together with written transcripts are used to add colour to the dramatic effect to the case. This type do not demand such data or background information.

The classical or Harvard case does not have to reach one definite conclusion. The case demands a hard mental exercise. The ability to reason logically and clearly is emphasized.

The characteristics of the Harvard case are:

Long and heavily documented case situations
non-directive approach on the part of the
discussion leader, equal access to complete
information about the case by both students
and instructors, intensive research
required to find real issues to use in
the preparation of cases and extension
reading and study by students.

The abbreviated case is actually the same as
a longer case used in the Harvard approach, but
usually contains only two or three pages of description.
The high points are presented and all extraneous detail,
unless relevant to the case, is eliminated. The
student group case group the key issues in a problem
almost at once and the discussion leaders task
becomes mainly that of keeping the discussion on the
track.

The recorded case or caused case is a
recorded dramatization of a case. Problem such as a
grievance hearing a labour dispute an interview a
conversation or a heated argument on some specific
situation. Which this type of case limits the
analysis of some management problems it provides the
human or interpersonnal dimensions of a problem.

The incident process is a fact finding
exercise incorporated into case discussion. The
method is directive rather than non-directive and
only the leader or instructor has access to full
information. The student group is required to ferret
out the information bit by bit, by asking questions.

The idea is to provide an incentive for pointed questions and analysis by giving an incident which exposes the problem. This is to stimulate an actual problem arising in business or industry whereby an executive is first exposed to a problem by some incident that brings it to his attention.

There are several differences between the incident process and other forms of the case method. Only the immediate incident is reported to the group. Other information is withheld by the discussion leader. The group will be able to get information by asking for specific information on.

After going through fact finding stage the group attempts to determine the major issues and whether or not minor issues must also be considered. When the issues have been clarified each member writes his own solution then focus in a short period general discussion of all the proposed solutions. Next, those with similar solutions, meet to iron out their differences and select a spokesman to argue the merits of their approach in debate with other viewpoints. Finally the leader reports the real life solution. Since the cases, in the incident process like most cases, are drawn from actual events it is possible to report the solution that a management or an arbitrator actually reached.

It has been suggested that the conventional case method has a basic limitation in that it cannot readily reproduce the unfolding quality of actual events. If the student does not perceive and respond to the quality of the process when he thinks about a given case, the case is not real to him and he will therefore not put enough into its discussion to learn much from it.

SESSION 5

MICRO CASE (.CASELETTE)

Objective: To enable participants to

1. Identify a microcase
2. Explain the nature of a micro case.
3. Compare a micro case with other types of cases.

Duration:

3 hours

Learning Methods:

Syndicate work, group discussions.

Materials:

Micro case, Flip charts

SESSION GUIDE

1. Introduce the micro case after distributing a specimen to the participants.
2. Divide entire group into sub groups and ask them to submit group reports on the issues.
3. Discuss group conclusions at the plenary and get more views.
4. Try to highlight the basic characteristics of a micro case at the closing remarks.

MICRO CASE ON
PHILOMINA THE TYPIST

Philomina was one of the fastest and young typist of 21 years of age in the office. Her work was neat and accurate.

The only problem with Philomina was that she only worked about half the time. The rest of the day she would spend talking to other ladies dragging them from their work, she would go around the building or go to the adjoining shop to buy something. The office managers problem was to convince her that who should do more work for the benefit of the organization.

Philomina was sure that she would finish the days' work in no time. She knew the number of minimum pages to be typed and that she was doing more than that.

The manager told her that she was wasting her time and others time even and that she ought to improve her behaviour in the office. He explained that she would have to improve her work and the behaviour to enable her to get a promotion or find another good job.

The typist was ultimately placed on observation for 6 months. She was told that unless she showed an improvement she would lose her increment and ultimately be kept on no pay for her absence from the office.

SESSION 6

CLASSICAL TYPE OF
A CASE STUDY

Objective: To enable participants to

1. Identify characteristics of a classical case
2. Assess the usefulness of a classical case study.
3. Compare a classical case with other type of case studies.

Duration:

5 hours

Learning Methods:

Syndicate work group discussions

Materials:

Case on spencer group cooperative society.

SESSION GUIDE

1. Distribute the case study among the participants and clarify an point which is necessary.
2. Divide entire group into sub-groups and give the issues and explain that the groups have to find solutions.
3. Ask the group leaders to present their reports when they are ready. Try to compare their findings come to a common suggestion if possible.
4. Refer to the working paper on the types of cases and get the group to evolve a discussion to high-light the salient points of a classical case.

THE CASE OF SPENCER COMPANY EMPLOYEES
WHOLESALE COOPERATIVE SOCIETY

(A Case on Organisation)

The President, Mr.K.Veerappa looked at the letter received by him from the Registrar of Cooperative Societies

It said:

"Dear Sir,

With reference to your application for a loan of Rs. 23 lakhs as working capital for 1978-79 and share capital for opening up a Department Store at Mahatma Gandhi Road, I would like to know the steps you have taken for adopting model by -lows of a Wholesale Society as I have remained you several times. Please note that final notice has been sent two months back."

Veerappa is the newly elected President of the Spencer Company Employees Wholesale Cooperative Society. The Annual General Meeting was held in January 1978. He is employed as a Sales promotion Officer of the Motor Spare parts manufacturing section of the Spencer Company which is located in Mysore. He is considered as a popular and dynamic leader by the membership. They unanimously elected him this year considering the difficulties faced by the Society in recent past and at present. They hope that he will be able to direct the society to a strong and expending business venture.

The Spencer Company Employees Wholesale Cooperative Society claims an interesting history of 25 years. The Spencer Company has been existing for over 100 years which was owed by a group of British Industrialists. They started manufacturing printing Machinery and expanded Company activities by purchasing many other companies in New Delhi, Mysore, Madras, and Trichinapali. The workers in the Company organised their workers trade union in 1943 with a membership of 1,800 workers. The membership increased with the expansion of the Company. It claims a membership of 11,000 at present, Mysore branch has a membership of 1,500.

The wages earned by the workers were very low. They constantly fell into difficulties due to unwise borrowings from the private money lenders at high interest rates. In addition to that they had to face difficulties in obtaining consumer commodities at reasonable prices. The leaders of the trade union initiated forming a credit Cooperative Society among the workers. They organised first credit society in 1953 at the headquarters of the Spencer Company in Calcutta. The other society was organised for the workers of the Mysore branch in 1955. The Company extended a helping hand by granting an interest free loan of Rs. 10,000 to each society in 1955. The society had to pay it back within 4 years.

Meanwhile the Spencer Company staff Trade Union and Spencer Company Workers Trade Union merged into one Trade Union and thereafter the new trade Union was called Spencer Company Employees Trade Union.

The Vice-President of the Spencer Company Employees Trade Union was unanimously elected as President of the Mysore branch credit Cooperative Society. Some active members of the trade union were elected as committee members.

The members of the credit society were encouraged to save at least Rs. 5^{per} month from their salary. The management of the Company helped the society by agreeing to deduct loan premium with interest from the pay sheet. Trade Union nurtured the idea of thrift and mutual help among its members who are the members of the credit society.

The government took steps to distribute essential food commodities such as rice, flour, pulses and sugar through Cooperatives during 1956 and 1957. The Spencer Company Credit Society of Mysore was also asked to undertake the distribution of these items. The Society accordingly started distributing rationed items. They were able to distribute 200 bags per day on which they were getting Rs. 150 as commission on handling charges. The Committee members took turn in managing the situation without any payment.

In 1959, the Society was compelled to divert its activities as a consumer cooperative society for which they amended the by law to regularise the change. The members of the society were given credit facilities to buy consumer goods on credit. The management undertook to deduct the dues from the pay sheet of the employees. The sale of consumer goods was extended to general public too, though it was restricted to membership at the beginning. There were no consumer Cooperative Societies in the vicinity at the time. A big consumer shop was opened in 1961.

After two years, there was a congestion at this shop for purchase of goods as it became very popular among the consumers in the area. Customers came from distant places as far as ten kilometers. Therefore, the management of the society decided to convert the society into a wholesale society and open more consumer shops. This change came into effect in 1964. The society opened its first branch shop at Park Road. The trade union assisted the society by giving a fixed deposit of Rs. 5,00,000 as working capital. Therefore, the society was able to deal with wholesale as well as retail business.

During this period the government implemented a financial assistance scheme to give assistance to wholesale cooperative societies for the expansion of consumer services. This was in the form of share capital and loan to open department stores and retail consumer shops. Further more, managerial facilities were made available by deputising senior government officers as Managing Director, General Manager and Account Officers. Although this assistance was given to the district Wholesale Cooperative Societies, the Spencer Company Cooperative Society was able to get it after influencing the government through trade union. The government contributed Rs. 9,00,000 as share capital and another Rs. 1,00,000 as a long Term Loan. The society was able to open 5 more retail consumer shops at the end of 1977.

There are provisions in the Cooperative Society Act of the state for the participation in the cooperative business by the government, there are two kinds of partnerships in the business.

1. Direct partnership - Direct subscription of share Capital to a Cooperative Society.
2. Indirect partnership - Purchasing shares through an apex cooperative organisation.

In addition to this there are provisions in the Act to grant other forms of aid to Cooperative Societies such as loans, ~~guarantees~~ and subsidies.

The Law allows the State to nominate 1/3 of the total number of committee members, provided the state hold 50% of the total share capital of Rs.5 lakhs.

According to the Law where the state aid amounting to not less than 2 lakhs of rupees is given to any cooperative society, the State Government can exercise control over conduct of business of such society to the extent to which it is necessary to safeguard interest of the state.

The Society maintains following business institutions at present:

1. Department stores - 2
2. Wholesale branch - 1
3. Retail consumer shops - 6

Although the expansion of the society was extremely repaid, other complications developed along with the expansion. The consumers of the area started demanding membership of the society. They are of the opinion that they contribute more for the surplus of the society. When it comes to scarce commodities they feel priority is given to members. On the other hand, the society members feel that the membership should be restricted to the members of the trade union of employees of the Spencer Company. The consumers of the society after numerous requests made to the society, appealed to the Registrar of Cooperative societies to intervene.

The individual membership figures for the past number of years is as follows:

Year	1965	1966	1967	1968	
Membership	815	989	1,115	1,180	
Share capital	82,310	11,645	1,31,495	1,40,215	
Year	1969	1970	1971	1972	
Membership	1,168	1,130	1,108	901	
Share capital	1,56,480	1,56,770	1,62,175	1,40,960	
Year	1973	1974	1975	1976	1977
Membership	926	859	724	739	702
Share capital	1,42,335	1,37,805	1,23,000	1,24,645	1,50,000

According to the by-law of the society the individual membership remains open only to the permanent employees of the Spencer Co. Ltd., and its associated companies in Mysore District and also to the Spencer Company Staff Union, the Spencer Companies Workers Union branches in the Mysore District and the Spencer Company Employees House Building Cooperative Society Ltd., in Mysore District.

(Annexure I)

Meanwhile, when the trend of membership is considered the figures show a downward trend.

DETAILS OF MEMBERSHIP

Year	No. admitted	No. resigned	Total membership at the end of year
1973	60	35	926
1974	52	119	859
1975	55	190	724
1976	75	60	739
1977	<u>56</u>	<u>93</u>	702
	298	497	

The Spencer Company has been facing labour difficulties during the past. They were not fairing in their business activities too. The Company closed down two branch companies. They do not normally recruit new staff in the event of any retirement or dismissal. The Mysore branch has also 1,500 employees at present where as it had 3,000 employees few years back.

In addition to this government has passed laws compelling the employers to give more facilities and wages to the employees on the basis of inflationary situations.

Break down of the total membership of the society at present is as follows:

Particulars	No. of members	Share capital
1. Society	1	5.00
2. Government	1	11,37,000.00
3. Individuals	702	1,50,000.00
4. Others	2	10.00

The other primary societies in the area some times buy consumer goods from the society's godown. The society has not encouraged them to become members as they are already members of the district wholesale cooperative society.

Although the by-law of the society provides membership for all the permanent employees of the Spencer Company, Mysore branch, the normal practice is to grant membership only to the members of the Spencer Company employees trade union. The procedure followed in enrolling a person as a member is as follows: Firstly, the applicant should be an employee of the Spencer Company. Secondly, he or she should be a member of the Spencer Company Employees Trade Union which claimed about 80% of the workers in the Company. The secretary of the trade union certifies his or her application and forwards the same for enrolling as a member of the society. The board of directors of the Cooperative Society grants the membership.

The Spencer Company Trade Union has fostered the idea of organising a Cooperative Society for workers. Apart from that the leaders of trade union took up positions as the President and Directors of the Cooperative Society. The Vice-President of the trade union held the post of President of the society for 15 years consecutively. The trade union assisted the society by keeping a fixed deposit of Rs.14 lakhs in the society. The Board of Directors are elected unanimously by the members. The leadership of that trade union remained unchanged for 15 years. But in 1971, a change came in the trade union due to the change of the ruling party of the state. The political party who formed the government wanted to have voice in the trade union affairs. The leadership of the trade union was superseded by the government. The outgoing leadership decided to distribute deposits made by the members of the union fearing any injustice likely to happen to the members. Therefore, the fixed deposit kept in the cooperative society was withdrawn and distributed.

The change in the trade union reflected in the board of directors of the cooperative society too. Some of the directors had to resign from the society as they were either dismissed or resigned from the Company. According to the society by-law, no person can hold membership or director's post if he is not an employee of the Spencer Company, Mysore branch. Therefore, the cooperative society had to seek government and bank assistance to maintain its regular services.

Although the Spencer Company Trade Union is not affiliated to any political party, political elements developed during seventies. There were three major political parties contested for the leadership of the union. The party which was successful in getting leadership of the union continued to participate in the cooperative society affairs.

Although the Spencer Company influenced the trade union in recent years, it continued to help the cooperative society in many ways. The Company released the President and the General Manager on full time basis to the society and paid their salaries. The present General Manager his responsibility is also working on full time basis in the society and draws his salary from the company.

The government assistance was sought in 1967 for converting the society into a wholesale society. During this period the government declared a scheme for financial assistance to wholesale consumer cooperative society to expand their activities by way of opening more consumer shops, constructing ware houses and rendering transport services. The Spencer Cooperative Society, although it is a primary cooperative society was able to get this facilities through the influence used by the board and the trade union. They changed the name as Spencer Company Employees Wholesale Cooperative Society, Mysore. They had to sign an agreement with the registrar, cooperative societies undertaking to observe the conditions laid down by the government for receiving financial aid. One of the major condition was that the wholesale store shall adopt the model Byo-law prescribed by the registrar of cooperative societies (Annexure II) However, the society changed only the name to become a wholesale cooperative society.

The government released money in the following manner in the first instance:

1. Share capital contribution	-Rs. 1,00,000	
2. Subsidy for purchase of truck	-	37,500
3. Loan for purchase of truck	-	12,500
4. Loan for construction of Godown	-	12,500
5. Subsidy for construction of godown	-	<u>4,500</u>
		<u>1,67,000</u>

The society did not adopt the model by law as a whole but proposed amendments to the existing by-laws on the basis of current needs. These amendments were not approved by the registrar (Annexure III). He insisted that the society should adopt model by-laws in par with the other wholesale cooperative societies in the country. However, the government continued to grant financial assistance to open more retail shops on the same conditions

The government assistance received by the society is as follows:

Activity	Share capital	Loan	Subsidy
1. Main Department Store Godown & truck (1968)	9,89,000	1,82,250	1,41,500
2. Icecream Industry (1972)	39,000	-	-
3. Department Store No.2 (1975)	1,60,000	85,500	27,500

4. Retail Store No.2 (1975)	25,000	12,000	-
5. Dealing of controlled clothes(1976)	7,000	-	-

Normally the government insisted on appointing a senior Cooperative Department Official as the general manager of a Wholesale Cooperative Society. However, the society showed interest in electing a general manager from among its board of directors for which government gave its consent. The General Manager is elected annually from the board of Directors. However, the government has a representative as a member of the board of Directors.

On the above circumstances, the government sent, on the request from the society, one of its assistant registrar of Cooperative Societies as the Accounts Officer who is a middle management level officer answerable to the general manager (Annexure IV)

The society had a rapid increase of sales during first few years of its consumer activities. There were no other cooperative society which wholesale cooperative societies started opening more shops in the district. More private shops too were opened after the city development board completed its city planning scheme. Therefore, the societies lost considerable number of customers who came from distant areas of the city.

The society concentrated on the areas where the members were living. All the members purchase consumer goods on credit. Six retail shops were opened on the request of the members and working class consumers who had a limited buying power. The ~~the~~ shops had to compete with the results of trade during past five years.

Year	Sales	Net profit
1973	207,93,198,72	3,453,50
1974	257,25,230,34	10,196,77
1975	252,55,555,17	5,633,07
1976	273,29,378,69	15,689,55
1977	217,20,000,00	(not prepared)

The society was able to achieve high margin of profit in 1976 due to sudden increase of prices in certain consumer commodities.

The members are very much benefited from the services provided by the cooperative society. They obtain credit facilities upto 8 times of share capital. They are made to contribute Rs. 15 per month (Rs. 10 if they draw salary below Rs. 150 per month) as a compulsory saving to the society. They get 10% interest in cash at the end of the financial year on the deposits.

Following credit facilities are given to the members of the society:

Type	Interest	Maximum	Instalment
1. Personnel (Education of children etc.)	Free	Rs.100	10
2. Surety loan (domestic)	11.40%	1,720	Renewable after 4 instalment of Rs.600
3. Provision supply	Free	Equal to monthly basic pay	Monthly recoveries
4. Cloth supply	Free	250	10

The society is not in a position to pay dividends to the individual members as there is a legal provision in the act compelling the society to treat all share holders equally, irrespective of their nature. The government holds 2,27,400 shares (Rs 5 each) where individual members hold only 24,929 shares, on the other hand, the society surplus is very low.

The other credit facilities provided under the existing by-law such as acquiring building sites for members, constructing houses for members etc., have not been implemented by the society. These activities have been undertaken by the Spencer Company Employees House Building Cooperative Society which was subsequently formed.

The registrar of Cooperative Societies persistently requested the society to adopt the model by -law in the recent past. The society proposed several amendments which were not approved by the registrar. Therefore, the society still uses the original by -law although it is irrelevant to the present functions in various areas. The registrar imposed similar conditions as in 1968, every time he released financial assistance to the society. After several reminders indicating the probability of withdrawing share capital from the society, the adoption of model by -laws were taken for discussion in the general meeting held in September, 1977 (Annexure V)

According to the state cooperative societies act, registrar has to observe the cooperative principles in the registration and supervision of cooperative societies.

As mentioned in the cooperative society act, if it appeared to the registrar, that amendments to the by -law of a cooperative society are necessary or desirable in the interest of such society in so far as they related to:

1. The objects of such society
2. The territorial jurisdiction of such society
3. The persons who can become members of such society or
4. Bringing such by -law in conformity with the provision of the act or rules.

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The registrar may place amendments before the general meeting and get it approved by a majority with or without amendments.

If the general body does not approve the amendments the registrar can place the matter before the State Government. The state government gives a decision after hearing objections of the society, if there are any, and the registrar registers the amendments in considered on the amendments are duly registered.

Meanwhile, the Spencer Company Employees Trade Union came to know about the agenda and requested the Cooperative Society to postpone the adoption of model by laws so as to enable the membership to have more thinking about it. A copy of the letter sent to the President of the society on this matter was circulated among the members of the Society (Annexure VI). However, the issue was taken for discussion in the general meeting held on 25th September 1977.

Many members expressed their fears about possible intervention of our side politics in the society activities that will hinder smooth functioning of the society in the event of allowing all the consumers to become members. Some said that the very idea of helping Spencer Company Employees will be lost. Other members were of the opinion that the society will not be in a position to grant credit facilities to all consumers.

Several members strongly said that they would be withdrawing from the society and they would not be willing to loose their hard earned money for years.

When the question of decrease of sales and financial position was dragged for discussing, some members said, that it is better to have efficiently managed small society with limited turnover rather than having an **unwieldy** organisation. One member said that there would not be any question of loosing customers as the society is having regular customers at present.

The Vice-President of the trade union was also present at that meeting. He impressed upon the general body that the amendments of the by -laws can be done only after a careful study and it is better to such by -law wherever it is useful to the institution and it would be better to present the by -laws in local language, so that majority can understand the same. This suggestion was placed before the general body and they unanimously accepted the same. The general body resolved that the by -law amendments should be given in the local language for careful study. Therefore, it should be placed before the general meeting. The general body would not approve the amendment at this juncture.

After two months time, the general manager submitted to the President a document indicating the coming year's requirements of working capital where he recommended that a loan of Rs.25 lakhs should be obtained to carry out functions of the society.

He further indicated that an average of Rs.10 lakhs is blocked as credit facilities to the members. At the same time, the society has to pay high interest rates to the creditors as given below:

Creditor	Interest rate	Amount
Central government	5-6%	5,40,000.00
Cooperative Bank	16%	18,00,000.00
From other sources	8-11%	1,31,636.25

The amount recommended by the general manager includes opening of a new consumer shop. This has been an agitation of numerous consumers in the area and that will ease the congestion prevailing in two consumer shops in the society.

The President received the above mentioned letter from the registrar when he was hoping to submit a detailed loan application.

W.U.HERATH

ANNEXURE - I

EXTRACTS FROM THE BY -LAW OF THE
SPENCER COMPANYS EMPLOYEES' WHOLESAL
COOPERATIVE SOCIETY, LTD, MYSORE.

The society shall be called the Spencer
Comapnies Employees' Wholesale Cooperative Society,
Ltd., Mysore.

The operation of the society shall be confined
to the employees of the Spencer Companies residing
within the limits of the Mysore District and also the
Spencer Companies Staff Union, the Spencer Companies
Workers, Union Messars Spencer & Co. Ltd., and or its
associated companies in Mysore District and Spencer
Companies Employees House Building Cooperative Society
Ltd.

The objects of the society shall be:-

a) The furtherence of thrift and
providence among its members by affording them facilities
for investing savings from their income according to the
scale laid down below:-

Members whose monthly substantive pay does not
exceed Rs.50/= Rs.150/= per month

Members whose monthly substantive pay exceed
Rs.50/= but does not exceed Rs.150/= Rs.6/= per
month

Members whose monthly substantive pay exceed
Rs.150/= but does not exceed Rs.250/= Rs.7/=
per month

Members whose monthly substantive pay exceed
Rs.250/= Rs.6/= per month

Substantive pay excludes dearness and other allowances. These subscriptions shall be collected along with the instalments of the share capital, loans etc., due by the members every month. At the end of every cooperative year, the accumulated amount shall be converted into a thrift deposit and held to the credit of the member, until he ceases to be a member. Interest shall be allowed on the subscription and on the thrift deposits, at a rate not exceeding 7% per annum. The interest accrued on the monthly subscriptions shall be calculated each time they are converted into a thrift deposit and added to the principal and the interest on the thrift deposit shall be added once in six months.

b) The attraction of capital and the grant of credit to members with a view to prevent where permanent indebtedness.

c) The purchase of food stuffs clothing and other articles of consumption for use and their retail sale chiefly to its members for cash or credit and to non-members for cash only. Credit shall be for members only and limited to 75% of the paid up share capital.

d) To acquire building sites for the purchase for sale to its members or to construct houses there on and sell the same to its members out right or on the hire purchase system.

e) To grant loans to its members for the construction or purchase of dwelling houses, for effecting improvements, additions and alterations and extensions to their existing houses and for discharging loans contracted solely for any of the foregoing purposes of the clause.

The membership of the society shall be open to permanent employees of the Spencer Co. Ltd., and its associated companies situated in Mysore District and also to the Spencer Companies Staff Union, the Spencer Companies Workers' Union branches in the Mysore District, & the Spencer Companies Employees House Bldg. Coop., society Ltd, in Mysore District.

- a. The members of the society shall consist of those persons who have subscribed to the application for registration.
 - b. Such persons as are admitted time to time as members under these by-laws.
1. A Candidate for membership must be:
- a. of over eighteen years of age.
 - b. legally capable of entering into contract.
 - c. employed in the office of Spencer & Co., Ltd., and its allied Companies, Mysore branch mentioned in by law No 6(c) as a member without the previous knowledge and approval of the registrar.
 - d. be ready when called upon by the society to serve on the committee and to take up any office which the committee may allot to him.

Every applicant for membership shall agree to the payment of his dues to the society, whether towards shares, deposits, loans or interests etc., from his salary through the office in which he is employed.

Every applicant for membership shall give an undertaking that he will not join any other cooperative society without the express permission of the management and approval of the Deputy Registrar of cooperative societies Mysore.

An application for membership shall be:

- a. in the prescribed form to be had from the society
- b. supported by two members of the society.
- c. accompanied with an entrance fee of Rs. one , a share fee of four annas per share and the amount payable on the share of shares applied for or the first instalment thereof.
- d. addressed to the Secretary, who shall place in before the committee of Management at their next meeting.

The same rules shall apply to the persons who are signatories to the application for registration of the society.

The committee may either grant the application or reject it without assigning reasons but the result in every case shall be communicated to the applicant.

If the application is rejected, the admission fee, share fee and share amount or the instalment thereof paid by the party, shall be refunded to him.

No one shall be deemed to have become a member until his application is accepted by the committee of management and intimation of the fact of admission is sent to him.

Cessation of the Membership : membership shall cases by:

- a. Retirement from, or termination of service in the office or
- b. Insolvency
- c. Voluntary withdrawal from the society
- d. Removal by the committee of Management
- e. Leaving the juridsdication of the society

The share capital of a person ceasing to be a member under by -law 10 will be paid back as soon as practicable, subject to adjustment of his dues to the society.

Withdrawal:

No member shall be permitted to withdraw within two years of admission, but after that period, he may withdraw all or ^{any} of his share by giving at least a month's notice in writing to the Secretary. If he withdraws all his shares and pays up all dues to the society he shall cease to be a member.

He shall on the expiry of this notice, and on production of his share certificate, if any, issue to him, be entitled to a refund of the amount paid by him on the share withdrawn, after ~~deduction~~ there from all sums due by him to the society either as principal or as surety if he withdraws all his shares he shall not be entitled to the dividend or to the bonus or to the rebate which may be distributed out of the profit of the year in which he withdraws. If he withdraws only a few of his shares, he shall be entitled to the dividend only on the balance of his shares.

Whose a member not ceassing to be such, withdraws some of his shares the extent of his liability to the society shall for two years from the date of such withdrawal, continue to be the same as if there had been no such withdrawal.

The committee may, in case of necessity, at any time suspend by a resolution the right of withdrawal for the period named therein, but such resolution shall be subject to confirmation at the next General Meeting and the approval of the Registrar of Cooperative Societies.

Removal:

A member may be removed by the committee of management for:

- a. Continued default of his dues to the society.
- b. Wilful deception by false statements or fictitious documents.

- c. Any **criminal** offence of which he **stands** convicted and which in the opinion of the committee, is of a serious nature.
- d. Any conduct proved to the satisfaction of the Committee by which he may weaken the financial credit or interest of the society or bring it into **disrepute**.
- e. Bankruptcy.
- f. Cessation of his eligibility for membership under any of these by **laws**.

In the case of removal, the member removed shall have the right to receive at the end of the **third** month from the date of order or removal, the amount paid by him on his share or shares after deducting there from all sums due by his to the society either as principal or as surety, but he shall not be entitled to any dividend or bonus. If the dues to the society are not covered by his share amount, he shall be liable to be proceeded ^{against} for the recovery of the balance due.

The net amount standing to the credit of a deceased member shall on an application received from his nominee whose name has been registered in the society be paid to him/her within one month from the date of his death.

If within one month from the date of reliable information of death of a member no application is received from his nominee or an application has been received from a person claiming to be the heir or the legal representative of such a deceased member and is rejected by the committee, the committee shall after deducting all sums due by the deceased to the society, transfer the net amount to a suspense account.

Nothing contained in the two preceding clauses of this rule shall be deemed to prevent the committee in special circumstances when money may be urgently needed for the funeral expenses of the deceased member or the pressing needs of his family, from making such advances out of the sums due to the deceased as they may deem proper.

Share Capital:

The authorised share capital of the society shall, for the present be Rs.2,00,000 (two lakhs) made up of 40,000 shares of Rs.5/= each.

Each member shall hold at least one share and no member shall have more than 200 shares.

When the amount payable on the share or shares applied for is not rendered in full with the application the balance due shall be paid in monthly instalments of not less than five rupees per share. Such instalments shall be paid in advance at the society on or before the tenth of each month.

The working capital shall consist not only of the share capital but also of deposits, borrowings, and all other amounts raised by or assigned to the society.

Liability

The supreme authority in all matters affecting the administration of the society shall be vested in the general body of the members as assembled at a meeting.

The Committee of Management - its powers and duties:

The Management of the society shall vest in committee which shall consist of a President and fourteen other members. The President shall be elected among the members of the committee. Members of the committee shall be elected annually by the society for a term of one year and they shall continue to act until their successors are elected at the next general meeting. The members of the committee of Management so elected shall be eligible for re-election when their term of office expire provided that at least eight members of the committee shall be persons who have not served on the committee at any time during the previous two consecutive years. In this election votes given in favour of defaulters shall not count. The election shall be conducted in accordance with the rules framed by the Government in this behalf under the Mysore Cooperative Societies Act.

The President shall exercise a general supervision over the affairs of the society.

The members of the committee of management shall among themselves elect a President, a Vice-President, General Manager and a Treasurer.

The General Manager shall subject to the control of the managing committee be responsible for the efficient management of the society and he shall have such powers and perform such duties as may be prescribed from time to time by the managing committee. He shall represent the society in all legal proceeding.

He shall have power to draw, endorse, discharge or otherwise negotiate in or deal with on behalf of the society cheques, bills and other securities if and negotiate instruments belonging to the society and to grant receipts and give valid discharges in respect of money received by and on behalf of the society solely or jointly with any other office bearer as may be decided by the Board of Directors from time to time. He shall convene the meeting of the Board and the sub-committee under the instructions of the President.

Stores shall be issued to members for Cash or Credit and to non-members for Cash only, preference being always given to members. The credit allowed to a member shall be subject to the condition that amount of such credit shall not exceed the limit prescribed by the committee and this limit shall in no case be 75% of the paid up capital. Credit required by members in excess of his limit should be covered by their fixed deposits in the society. The amount of credit bills of a month is payable on the first of the succeeding month but 10 days grace is allowed for payment. If the amount is paid before the expiry of the period of grace, no interest will be charged otherwise interest calculated at the rate of 1/16 the per rupee from the due date i.e. the last day of the month shall be charged.

Loans:

Loan should be given only to members but no member can claim a loan as a matter of right. All applications for loans shall be disposed of by the Board of Directors.

All applications for loans shall be made to the Secretary in the form, if any, prescribed for the purpose who shall place them before the Board of Directors.

Loans shall be granted only on special grounds in the following:

Expenses incurred in:

1. The building, buying or repairing a dwelling house.
2. The purchase of food grains and for other necessities of life.
3. The marriage of the member or any member of his family.
4. The performance of any ceremony which by the religion of the member, it is incumbent on him to perform.
5. The Education of the member or any member of his family.
6. The payment of premium on policies of insurance on the life of the member of his family.
7. The illness of the member or any member of his family.
8. The passage over the sea of a member or any member of this family.
9. Such other an unforeseen circumstances as may be considered legitimate for grant of loans by the Board of Directors from time to time.

Note: In these rules, 'family' means, the member's wife, children, the parents, sister, daughter, sons and the unmarried brothers.

ANNEXURE -II

CONDITIONS FOR THE SANCTION OF
GOVERNMENT FINANCIAL ASSISTANCE

The sanction of the share capital contribution and loan for construction of godown and purchase of truck etc., to each of the wholesale stores, will be subject to the following terms and conditions.

a) SHARE CAPITAL CONTRIBUTION:

1. That the wholesale stores shall adopt the model by -laws prescribed by the registrar of Cooperative Societies.
2. That the amount shall be for a period of 15 years and shall be repayable in 10 annual equated instalments commencing from the 6th anniversary of the grant of contribution.
3. The amount shall be utilised for the purpose for which it has been sanctioned.
4. The wholesale stores shall issue share certificate in the name of the Governor of Mysore and shall send them to the Secretary to Government, Development Housing, Panchayat Raj and Cooperative Department through the Registrar of Cooperative Societies immediately on receipt of Government's share contribution.

5. The wholesale stores shall create a separate fund under the head "Capital Redemption Fund" and contribute annually out of its net profits, an amount equal to at least 1/10th of the net profits until the amount in the fund comes upto the Government's share contribution. Suitable provisions in this behalf should be made in the by-laws of the stores and got approved.
6. The wholesale stores shall not make any difference between the shares held by government and those held by other members in respect of payment of dividends.
7. Dividend declared on the share held by Government shall be credited to government Treasury under the budget head mentioned in the agreement entered into between the wholesale stores and the government.
8. The wholesale stores shall not declare dividend at a rate less than 3% during any year except for valid reasons and with the prior permission of the registrar till the shares of government are fully recovered.
9. The wholesale stores shall have on its Board a nominee of the District Cooperative Central Bank.
10. The wholesale stores shall appoint a trained General Manager or Managing Director, as the case may be with the approval of the Registrar of Cooperative Societies.

11. The President, General Manager or any office-bearer who is responsible for the day-to-day translation of the concerned wholesale one of his family members. should not carry out similar private business. If any of the office-bearers mentioned above associating with the concerned wholesale stores are already carrying on the activities mentioned above either in their names or in the names of the members of the such person. They cease to be the office bearer of the concerned wholesale stores.
12. In the event of failure on the part of wholesale stores with any or all the conditions prescribed, the registrar shall have the right to order recovery of the amount with interest thereon.
13. The wholesale stores shall fulfil any other conditions as may be laid down by the government of India. National Cooperative Development Corporation, the Government of Mysore and the Registrar of Cooperative Societies in Mysore, Bangalore from time to time.

b) CONSTRUCTION OF GODOWN

1. The store shall adopt the model by-laws prescribed by the registrar of Cooperative Societies.
2. The amount of loan and subsidy sanctioned for construction of godown shall be utilised by the stores for the purpose for which it is sanctioned.

3. The godown should be utilised by the stores itself which the godown loan and subsidy is sanctioned for its own business and not disposed off or otherwise or hired out to other organisations like warehousing Cooperation without the prior approval of the state government.
4. The loan ^{shall} be for a period of 15 years and shall be repayable in 14 annual equated instalments the first instalment falling due on the 2nd anniversary of the grant of loan, interest only being payable on the first anniversary. This loan will bear an interest at 6% per annum from the date of drawal of the loan. In the event of any default in the repayment of the loan and or the payment of interest thereon, interest at the penal chargable on all over due instalments.
5. The stores shall execute a bond for the loss in favour of state Government in the form prescribed by the registrar and the same shall be lodged with government.
6. The stores shall mortgage in favour of the State Government the lands and the godowns and other assets created or purchased out of the funds availed of from Government for the purpose.
7. The stores shall construct the godown according to the plan approved by the state Government or any other authority authorized by Government in this behalf.

8. The loan and subsidy shall be deposited with the District Central Cooperative Bank and the amount shall be drawn with the approval of the assistant registrar of Cooperative Societies as and when required.
9. The stores shall not declare dividend at the rate less than 3% per annum and it should carry not less than 10% of the net profit to the building fund until the loan is fully repaid.
10. The construction of godown shall be completed within a period of one year from the date of receipt of the loan by the stores.
11. The stores should duly take steps for acquisition of sites and commencement of constructions of godown.
12. After the completion of the construction of the godown the stores shall produce before the concerned assistant registrar a certificate from the PWD Engineer or any qualified Engineer recognised by the registrar. The certificate should specify that the godown has been constructed in accordance with the plan approved by government or any other authority authorized by government in this behalf.
13. The amount will be released on the basis of progress of construction.
14. In the event of failure on the part of the society to comply with any or all the conditions prescribed the registrar shall have the right to order recovery of the amount of loan and subsidy with interest thereon.

15. Any other conditions that may be prescribed by Government or the registrar of cooperative societies in this behalf.

c) PURCHASE OF TRUCKS ETC:

1. The stores shall adopt the model by -laws prescribed by the registrar of cooperative societies in Mysore, Bangalore. The amount shall be utilised for the purpose for which it has been sanctioned.
2. The stores should execute the bond ⁱⁿ respect of loan in favour of the governer of Mysore and lodge the same with the concerned treasuries for safe custody.
3. The loan will be for a period of 5 years and shall be repayable together with interest thereon in 5 annual equated instalment the first instalment to commence from the first anniversary of the grant of loan.
4. The loan for the purchase of truck and equipment will carry interest at 6% per annum from the date of drawal of the loan. A higher rate of interest namely 45 above the normal rate will be charged on over due instalments and moratorium will be allowed.
5. In the event of failure on the part of the stores to comply with any or all the conditions the registrar shall have the right to order recovery of the amount of loan and subsidy with interest thereon.

6. Any other conditions that may be laid down by government and the registrar of cooperative societies from time to time.
7. The expenditure on account of share capital contribution loan-cum-subsidy and managerial cost is debitable to the following budget heads-

c) SHARE CAPITAL CONTRIBUTION:

The share capital contribution of Rs.2,00 lakhs is debitable to capital outlay to Industrial and Economic Development Schemes (II) Centrally sponsored scheme -(b) Consumers schemes (1) contribution towards share capital of cooperative wholesale consumer stores.

d) LOAN-CUM-SUBSIDY FOR PURCHASE OF TRUCK & EQUIPMENT:

The expenditure of Rs.1.00 lakh loan-cum-subsidy for construction of godown by the two stores, is debitable to the head 'Q, loans and advances by States/Union Territory governments Development schemes (2) Centrally sponsored scheme- consumers' Stores, and the subsidy to the head 34 cooperation-Development scheme (2) centrally sponsored scheme -1- cooperation consumers' scheme -10- construction' of godowns by cooperative wholesale consumer stores.

e) MANAGERIAL COST:

The expenditure of Rs.8,000 towards managerial cost to the two stores, is debitable to the head 34 Cooperative Development schemes -(2) centrally sponsored schemes -1- Cooperation -Consumer schemes -12 subsidy towards managerial cost to cooperative wholesale stores.

4. Sanction of the loan and grant to the two stores is subject to the condition that a quarterly report on the utilization of the funds should be furnished by the registrar of cooperative societies to the government of India through the State Government within a week of the expiry of the quarters ending January, September, December and March.
5. The registrar of cooperative societies is authorized to countersign the payee's receipts recording there upon the certificate in token of having satisfied himself that all conditions laid down in this order have been verified as fulfilled before the claims are presented at the Treasury by the loanees.
6. This order issue with the concurrence of the Finance Department vide their u.o. No. FD 4678. w-II/67 dated 19/11/1976.

By order and in the name
of the Governner of Mysore

Sd/

Under Secretary to Government
Department
Housing, Panchsyat Raj &
Cooperation Department.

ANNEXURE-III(A)

AMENDMENTS PROPOSED IN 1972

Amendment to By -Law, 4(a)

AS EXISTING

4(a) The furtherence of thrift and Providence among its members by affording them facilities for investing savings from their income according to the scale laid down below:

Members whose monthly substantive pay does not exceed Rs.100/= Rs8/= per month.

Members whose monthly substantive payment exceed Rs.100/= Rs.10/= per mensem. Substantive pay excludes dearness and other allowances. These subscriptions shall be collected along with the instalments of the share capital loans etc., due by the members every month. At the end of every cooperative year the accumulated amount shall be converted into a thrift deposit and held to the credit of the members, until he ceases to be a member. Interest shall be allowed on the subscription and on the thrift deposits, at a rate not exceeding 7% per annum. The interest accrued on the monthly subscriptions and added to the principal and the interest on the thrift deposit be added once in six months.

AS. PROPOSED

The furtherance of thrift and providence among its members by affording them facilities for investing, savings from their income according to the scale laid down below :

Members whose monthly substantive pay does not exceed Rs.100/= Rs.8/= per month.

Members whose monthly substantive pay exceeds Rs.100/= Rs.10/= per month substantive pay excludes dearness and other allowances. These subscriptions shall be collected along with the instalments of the share capital, loans etc., due by the members every month. At the end of every cooperative year, the accumulated amount shall be converted into a thrift deposit and held to the credit of the member until he ceases to be a member. Interest shall be allowed on the subscription and on the thrift deposit at a rate not exceeding 7% per annum. The interest accrued on the monthly subscription shall be calculated at the end of every half year and paid to members.

This shall come into force with effect from 1st July, 1971.

ANNEXURE-III(b)

AMENDMENTS PROPOSED IN 1973

Amendment to BY Law 65

EXISTING

Interest on loans shall be charged at such rates not exceeding 10% per annum as the committee of management for each kind of loan may prescribe from time to time and shall be recovered monthly calculated on the balance due. In calculating the interest on a loan for a fraction of a month interest shall be calculated for the actual number of days and not for the full month. If a loan is paid before the due date proportionate refund of interest will be allowed.

PROPOSED

Interest on loans shall be charged at such rates not exceeding per annum 11.04% as the committee of management for each kind of loan may prescribe from time to time and shall be recovered monthly calculated on the balance due. In calculating the interest on a loan for a fraction of month interest shall be calculated for the actual number of days and not for the full month. If a loan is paid before the due date proportionate refund of interest will be allowed.

ANNEXURE -III(c)

AMENDMENTS PROPOSED IN 1974

Amendment to By -Laws

AS EXISTING

No. 4(a) The furtherance of thrift and providence among its members by affording them facilities for investing, saving from their income according to the scale laid down below:

Members whose monthly substantive pay does not exceed Rs.100/= Rs.8/= per month. Members whose monthly substantive pay exceeds Rs. 100/= Rs.10/= per month. Substantive pay excludes dearness and other allowances. These subscriptions shall be collected along with the instalments of the share capital, loans etc., due by the members every month. At the end of every cooperative year the accumulated amount shall be converted into a thrift deposit and held to the credit of the member until he ceases to be a member. Interest shall be allowed on the subscription and on the thrift deposit at a rate not exceeding 7% per annum. The interest accrued on the monthly subscription shall be calculated at the end of every half year and paid to members. This shall come into force with effect from 1st July, 1971.

No.5 The Membership of the society shall be opened to permanent employees of (a) the Spencer Companies employees' Wholesale Cooperative Society Ltd., (as per sub-rules framed separately) and also the Spencer Companies Staff Union, The Spencer Companies Workers' Union and Messrs. Spencer & Co. Ltd., and its associated companies in Mysore district & the Spencer companies employees house building cooperative society Ltd.

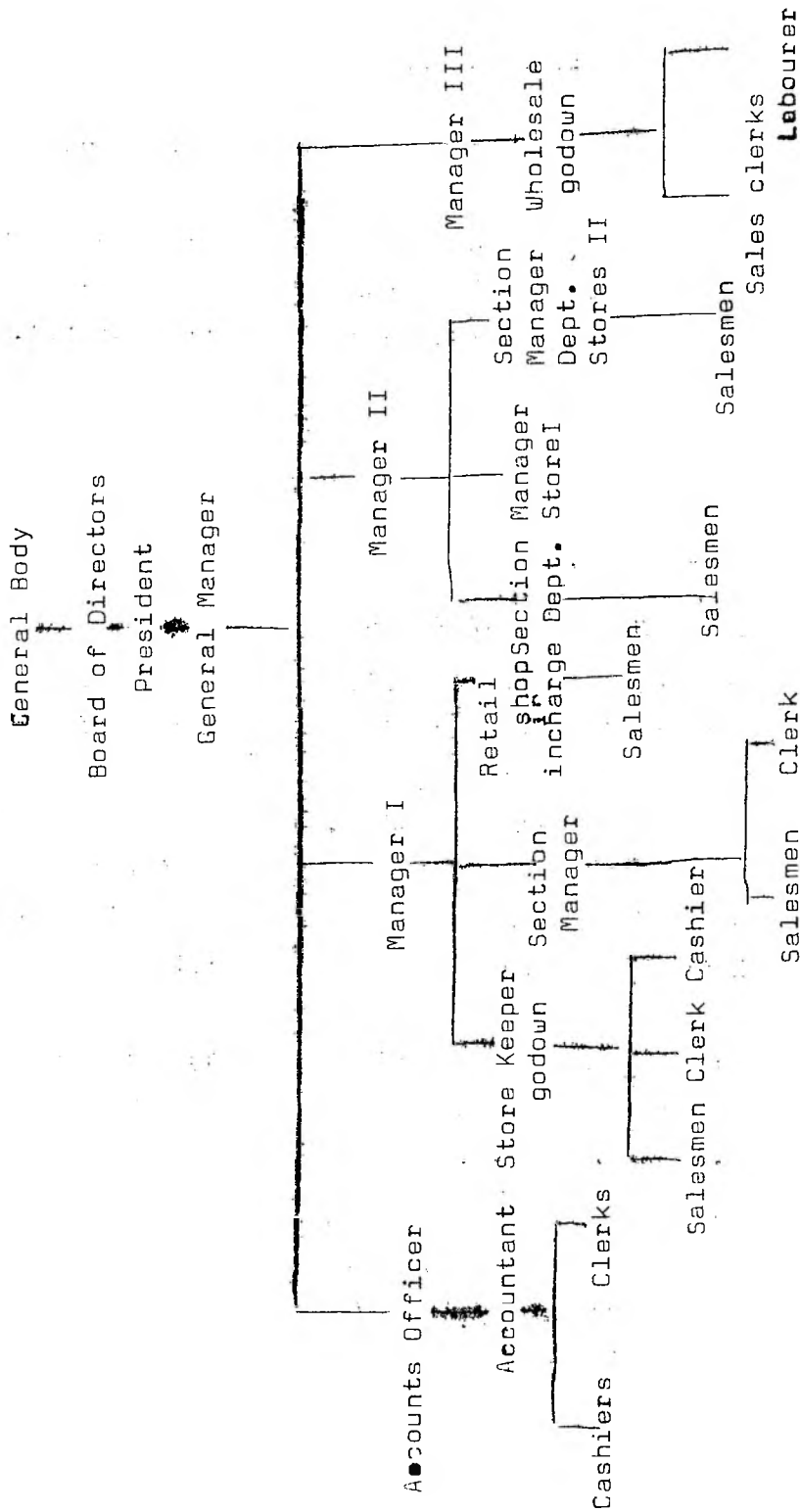
AS PROPOSED

No. 4 (a) The furtherance of thrift and providence among its members by affording them facilities for investing saving, from their income according to the scale laid down below:

1. Members whose monthly basic pay does not exceed Rs. 100/= Rs.10/= per month
2. Members whose monthly basic pay exceeds Rs.100/= and up to Rs. 150/= Rs.12/= per month.
3. Members whose monthly basic pay exceeds Rs.150/= Rs.15/= per month. This shall come into force with effect from 1.3.1974. These subscriptions shall be collected along with the instalments to the share capital, loans etc., due by the members every month. At the end of every cooperative year the accumulated amount shall be converted into thrift deposit and held to the credit of the members until he ceases to be a member. Interest shall be allowed on the subscription and on the thrift deposit at a rate not exceeding 8% per annum. The interest accrued on the monthly subscription shall be calculated at the end of every half year and paid to members. This shall come into force with effect from 1st January 1974.

No.5. The Membership of the society shall be opened to permanent employees of (a) Spencer and Co., (b) its associated companies and (c) the Spencer Companies Employees Wholesale Cooperative Society Ltd., (as per sub-rules framed separately) and also the Spencer Companies staff union, the Spencer Companies Workers' Union and Messrs Spencers and Co., Ltd., and its associated companies in Mysore dist., and the Spencer & group companies employees house building cooperative society Ltd., (d) Membership is opened to Government of Mysore.

ORGANISATIONAL CHART OF THE SPENCER COMPANY
EMPLOYEE COOPERATIVE SOCIETY LTD.



ANNEXURE - V

THE SPENCER COMPANIES EMPLOYEES WHOLESALE
COOPERATIVE SOCIETY, LIMITED, MYSORE

Proposed Amendments of By -Laws

(As recommended by the Cooperative Department
in Keeping with the Model By -Laws of a
Wholesale Cooperative Society).

EXISTING

BYE-LAW NO.4

(a) GOM dated 17/2/1974

The furtherence of thrift
and providence among its
members by affording them
facilities for investing,
savings from their income
according to the scale
laid down below:

1) Members whose monthly
basic pay does not exceed
Rs. 100 Rs. 10 p.m.

2) Members whose monthly
basic pay exceed Rs.100/=
and up to Rs.150/= Rs.12/=
per month

PROPOSED AMENDMENTS

The furtherence of thrift
and providence among its
members by affording them
facilities for investing,
saving from their income
according to the scale
laid down below:

1) Members whose monthly
substantive pay doesnot
exceed Rs.150/= Rs.15/=
p.m.

2) Members whose monthly
substantive pay exceed
Rs.150/= Rs.20/= p.m.

3) Members whose monthly basic pay exceeds Rs.150/= Rs.15/= p.m. This shall come into force with effect from 1/3/1974. These subscriptions shall be collected along with the instalments of share capital loans etc., due by the members every month. At the end of every cooperative year the accumulated amount shall be converted into a thrift deposit and held to the credit of the members until he ceases to be a member. Interest shall be allowed on the subscriptions and on the Thrift Deposit at a rate not exceeding 8% per annum. The interest accrued on the monthly subscription shall be calculated at the end of every half year and paid to members. This shall come into force with effect from 1st January, 1974.

3) The maximum subscription towards thrift fund shall be Rs.20/= p.m. and such members referred in By-Law 4(1) above shall have the option of subscribing Rs.20/= and such option shall be in writing addressed to the General Manager of the society. The subscription shall be collected along with the instalments of the share capital, loans etc., due by the member every month. At the end of every cooperative year the accumulated amount shall be converted into a Thrift Deposit and held to the credit of the members until he ceases to be member. Interest shall be allowed on the subscription and on Thrift Fund Deposit, at a rate fixed by the Board of Management from time to time. The interest accounted on the monthly subscription shall be calculated at the end of every half year and paid to members.

b) The attraction of capital and grant of credit to members with a view to prevent their permanent indebtedness.

c) The purchase of food stuffs, clothing and other assets of consumption or use and their retail sale chiefly to its members for cash to credit and to non-members for cash only. Credit shall be for members only and limited to of the paid up share capital.

d) To acquire building sites for the purpose of sale to its members or to construct house thereon and sell the same to its members out right or on the hire purchase system.

e) To grant loans to its members for the construction of dwelling houses, for effecting improvements, additions and alterations and extentions in their existing houses and for discharging loans constructed solely for any of the foregoing purposes of this clause.

4) (f) To arrange for procurement of food grains and stuffs other consumers commodities for wholesale and retail distribution to members/non members and institutions like temples, hostels, hospitals etc.

g) To establish and conduct manufacturing and processing units for

productions of consumers goods.

h) To establish and conduct branches

1) To establish Super Bazzars, Janath^a Bazzars (Department stores) and such other institutions for the supply of 75% articles of human necessity.

i) To act as agents of government and government aided institutions for the sale of their produce.

j) To act as agents for the sale of goods to producers and processing societies and industrial institutions.

k) To undertake import of consumer goods.

l) To own, acquire land, buildings, business premises, machinery fixtures and other equipments or take such things on lease or rent for the business of the society.

- m) To arrange for the training of the staff of the society.
- n) To establish and support or aid in the establishment of the support of and funds calculated to benefit employees and consumers.
- o) To constitute advisory and administrative bodies for the branches super bazzars, Janatha Bazzars (department stores) and such other institutions.
- p) To do such other things as are incidental or considered conclusive to the above objects.

By Law No.5

By Law No.5

The membership of the society shall be opened to permanent employees of (a) Spencer & Co. Ltd., (b) its associated companies and (c) the Spencer companies employees wholesale coop., society Ltd., (as per sub-rules framed separately). And also the Spencer Group Company staff and workers Union and messrs Spencer & Co.Ltd., and

The membership of society will consist of the following:

- 1) A class membership open to permanent employees of the Spencer & Co. Ltd., and its associated companies situated in Mysore District.
- 2) B class membership open to the Spencer and Group Companies Employees Housing building coop., society Ltd., Mysore.

its associated companies in Mysore District and the Spencer Companies House building Society Ltd., (d) membership is opened to Government of Mysore.

5 (a) The members of society shall consist of those persons who have subscribed to the application for registration. (b) Such persons as are admitted from time to time as members under these by -laws

The Spencer & Group Companies Staff and workers Union and the Spencer & Co. Ltd., its associated companies and consumer Coop., societies organised by industrial workers with identical objectives.

{D} class membership open to individual who can be admitted for any specific purpose of business as nominal members. They shall not be entitled for any share or profits of the society or become an officer of the society and shall have no right to vote, participate in the General Body meeting.

5 (a) The members of the society shall consist of those persons who have subscribed to the application for registration.

b) Such persons as are admitted from time to time as members under these by -laws .

By -Law No. 19

The authorized share capital of the society shall for the present be Rs. 15,00,000 (fifteen lakhs) made up Rs.5 each

The authorized share capital of the society shall be Rs.20 lakhs consists of 4 lakhs shares of Rs.5/= each made up as follows:

1. 50,-----A Class shares of Rs.5/= each ear-marked to the A class members.
2. 3,00,000-B Class shares of Rs. 5/= each ear marked to the Govt. .
3. 2,000-Share of Rs.5/= each ear marked to the C class members.
4. 48,000 - D class share of Rs.5/= each ear marked to individuals who are nominal members for specific purpose of business.

By Law No.29 :

Deposits:

The committee shall be competent to receive deposits from members only to such extents as they deem fit provided that.

The committee shall be competent to receive deposits from members only to such extent as they deem fit provided that.

1. The total amount of the deposit together with other borrowing shall not at any time exceed 10 times the paid up share capital plus the reserve fund of the society.

2. The rate of interest payable on such deposits shall not exceed 10% per annum the rate being determined by the committee of management from time to time.

3. No interest shall be allowed on fraction of a rupee.

4. That to ensure prompt repayment of deposits, a sum not less than 25% of the total deposits received shall always be kept in Govt. or Postal savings Bank or the Mysore Bank or the Apex Bank.

By Law No. 35

The Board of Directors shall be competent to borrow funds other wise than by way of deposits from members or from institutions registered under the India Companies Act or under the Coop.

1. The total amount of the deposits together with other borrowings shall not at any time exceed 10 times the paid up share capital plus the reserve funds of the society.

2. The rate of interest payable on cash deposits shall be rate, being determined by the committee of management from time to time.

3. No interest shall be allowed in fraction of a rupee.

4. That to ensure prompt repayment of deposits a sum not less than 25% of the total deposits received shall always be kept in a cooperative bank.

The Board of Directors shall be competent to borrow funds otherwise than by way of deposits from members or from Institutions registered under the India Companies Act or under the cooperative

Societies and to settle the terms of such borrowings provided however that the aggregate amount of the liabilities of the society by way of deposits or loans or both shall not at any time exceed ten times the paid up share capital plus the reserve fund of the society and the interest payable on the borrowing in any case exceed 10% per annum

By Law No. 38 Management

The supreme authority in all matters effecting the administration of the society shall be vested in General Body of the member as assemble at a meeting.

By Law No. 39
General Meeting:

Meeting of the society shall be of two kinds ordinary and extra ordinary or annual

societies and to settle the terms of such borrowings. Provided however that the aggregate amount of the liabilities of the society by way of deposits or loans both shall not at any time exceed ten times the paid up share capital plus the reserve fund of the society and the interest payable on the borrowings amount shall be at the rate fixed by the financing agency from time to time

Final authority in all matters concerning the stores shall vest in the General Body of members provided that nothing shall effect any powers conferred by those by laws on the those by laws on the Board of Directors or any officers of the society.

Annual General Meeting:

Annual General Body meeting of the stores shall be held once in a year to transact the following business.

general meeting every year, to be held at later than the 31st August for the year ending the 30th June proceeding. At this meeting a report showing the transactions of the said year together with the Auditors report and the certified balance sheet will be presented for consideration and the appointment of internal auditor and the election of members or the committee of management for the current year will also take place, extra ordinary meeting may at any time be called by the committee either on its own motion or when not less than 25 members require it in writing if in the later case the committee refuse (for recorded reasons) or fail to comply with the requisitions on which thirty days from the date of such requisitions it shall be competent for such members to themselves convene the meeting and the committee shall furnish the required information.

- i. Approval of the programme of activities for the society.
- ii. Election of the members of the Board other than nominated members.
- iii. Consideration of the Annual Report, with statement of accounts of the preceding year. The latest available audit report and distribution of the net profits.
- iv. Approval of the budget expenditure for the ensuing year..
- v. Consideration of any other matter brought in accordance with these by-laws.

By Law No. 40(B)

In the case of member who are in default for three months and more it shall be stated in the notice sent to them ^{that} they would not be entitled to vote unless they pay up their dues seven days before the dates of the ~~next~~ meeting .

By Law No. 48

G B M dated 7/7/1963
The management of the society shall vest in a committee which shall consist of a President and fourteen other members. The President shall be elected among the members of the committee. Members of the committee shall be ~~electe~~ annually by the society for a term of one year and they shall continue to act until their successors are elected at the next general meeting. The members of the committee of management so elected

In the case of members who are in default for 3 months and more it shall be stated in the notice sent to them 30 days prior to the date of General Body meeting that they would not be entitled to vote unless they pay up their dues 15 days before the date of the meeting.

By Law No.48

The Management of the society shall vest in a committee consisting of a President and fourteen others which includes three government nominees. The President shall be elected among the members of the committee. Apart from the three government nominees 12 (twelve) members of A class holders shall be elected annually by the A class members of the society for a term of one year and they shall continue to act until their successor's are elected at the next general meeting.

shall be eligible for reelection when their term of office expire provided that at least eight members of the committee at any time during the Previous two consecutive years. In this election votes given in favour of defaulters shall not count. The election shall be conducted in accordance with the rules framed by the government in this behalf under the Mysore cooperative societies act.

By Law No. 52

(f) To check and pass monthly accounts of the society to lay before the General Body at their annual meetings a report of the transactions of the year, the auditor's report and the certified balance sheet.

The elections shall be conducted in accordance with the Mysore cooperative societies Act 1959.

By Law No. 52 (Add)

f(a) To arrange for the proper maintenance of all the accounts prescribed by the registrar from time to time to arrange for weighment or measurement of all goods as soon as they are received, to sanction the purchase of the ^{total} stock as required, to up quality of articles in the store, to increase or reduce the selling price where ever necessary to satisfy itself that all goods in stores are bought at proper rates in accordance with

the General Policy of the stores to check up whether any articles in the store are deteriorating in quality to reduce the price accordingly, to approve orders or fresh stocks that may be required, and to arrange for disposal of stock that has remained for a long time.

(j) To appoint sub-committee the transaction of any special business.

To appoint sub-committee for the transaction of any special business and also a business sub-committee. The powers and duties of the business committee included the following:

- i. To make purchase of the ~~committees~~ approved by the board, to pool indents and to effect purchases as far as possible from coop. institutions or other institutions, government concerns and if necessary from the open market
- ii. To arrange for cleaning commodities by saving etc. and arrive at the cost price including transport and other incidental charges.

- iii. To fix the selling price wherever necessary adding margin as fixed by the board from time to time.
- iv. To arrange distribution of commodities to branches affiliated primary stores and other institutions.
- v. To check and verify the stock in branches, sugar Bazaar, Janatha Bazaar (department stores) and such other institutions and at godowns at least once in a month and draw up an excess and deficiency statement with reference to book balance and report to the Board cases of leakage ect.
- vi. The purchase shall be made at least by two members including the General Manager.
- vii. The Business Committee may meet at least once in a week or often if necessary. Three members shall form quorum.
- viii. The business committee should study the market and price trends and if necessary effect changes in selling rates in consonance with the delegation of power made to

this committee by the Board in this behalf.

ix. To undertake propaganda by advertising and display of goods and by posters, films, hand bills etc.

x. To arrange for display or price list in all the branches and the stores.

xi. To plan for procurement of commodities from production centres in and outside the state and make arrangements for procurement and stocking after obtaining Board's sanctions.

Existing

Proposed Amendments

By Law No. 52. (j)

By Law No. 52 (j)

xii. To arrange for godown for stacking.

xiii. To arrange for processing of produce whenever necessary and possible

xiv. To undertake manufacture of finished products obtaining sanction of the Board .

xv. To do all such other duties delegated to it by the Board.

Add 52 (o)

To consider application for membership and allotment of shares and to do all matters relating ~~shares.~~

(p) To raise funds necessary for the purpose of carrying out functions of the society in the form of deposits and loans on such terms and conditions as it may determine.

(q) To fix the amount and nature of security if any to be given by the employees of the stores and to lay down services conditions for the employees.

(r) To deal with all cases of arrears and defaulters.

(s) To institute , defend or compromise legal proceedings.

(t) To do all such acts and exercise all such powers necessary for the achievement of the object of the society and its safety and management.

(u) To arrange for periodical verification of stock.

Add By . Law No. 59

The stores shall aim at making purchases at bulk directly from producers or manufacturers as the case may be. As far as possible purchases should be through Coop. Organisations concerned.

(b) Price Policy:

The primary object of the society and its price fixation policy shall be to ensure that the retail price level of the consumer articles is maintained at a reasonable level by ensuring that the society is not itself put to any overall loss in doing so. The store shall therefore follow the following principles in fixing the selling prices.

By Law No. 59 (b)

All goods shall be sold at as near as prevailing market price as possible the margin of profit naturally differing from commodity depending upon cost price, market

conditions and possibilities of turn over etc. While determining selling price, it should be entered that over a period of time the stores is not put to loss. In case of certain commodities there may be unforeseen loss in view of the prevailing market conditions and certain factors. To compensate for such unforeseen loss or lower margin of profits it would necessary for the stores to change comparatively higher margin of profits in case of the commodities for which the prevailing prices are more favourable. In any case the overall margin if obtained will ultimately be returned to consumers in the shape of rebate and dividends.

59 (c) Branches:

It shall be the responsibility of the stores to provide adequate number of branches Super Bazzars, Janatha Bazaar (department stores) and such other units in suitable localities

to meet the needs of the consumers. For these purposes it will obtain necessary premises, appoint suitable and competent staff and ensure generally proper and efficient working of such branches Super Bazaar, Janatha Bazaar (department stores) and such other units by appointing necessary staff to ensure periodical verifications valuation of stock, checking of accounts, submission of returns to the directions, concerning selling prices and general standards of Management and relating to the members and other purposes.

By Law No. 63

(6) Surety loans up to Rs. 1,500/= may be granted provided the same is 8 times the basic pay or 8 times the share capital which ever is less.

By Law No. 63

Surety loans up to Rs. 1,720/= may be granted for consumption purposes provided the same is within 8 times the basic pay or 8 times the share capital which ever is less and whose total contribution of thrift fund deposit is not less than 1,500/= surety loans of Rs.1,500/= granted

may be granted provided the ~~total contributions towards~~ thrift fund deposit is not less than Rs. 1,000/= provided there is no short recovery or purchase on instalment and does not exceeds Rs. 250/= of cloth purchases.

By Law No. 73

By Law No. 73

Reserve Fund:

1. This fund shall consist of for feitures and penalties.
2. Sums periodically devoted to it cut of profit and
3. Such other amounts as may be assigned to it by the General Body

(a) Trade Flotuation Funds:

This fund shall consist of a reserve out of profit every year, to be utilised if necessary as and when prices fall.

(b) Building Fund:

This fund shall consist of a reserve out of net profit and to be utilised at the time of new instruction if any:

(c) Depreciation Funds:

This fund shall consist of fixed amount of depreciat- ion of various assets, arrive at the permissible percentage from profit, before arriving at the net profit. The amount depreciated will be added

to the fund each year and retained in the form of a fund, until the full value of the asset is reached.

(d) Capital Redemption Fund:

This fund shall consist of reserves from net profit after allocation of all reserves from net profits of each year. The above funds shall be utilised for working capital as and when necessary and the reserve fund shall be invested according to the K.C.S. Act.

ANNEXURE -VI

Ref. No. 26U/s/717-27 Dated 24/9/77

To

The President/General Manager,
The Spencer Companies Employees
Wholesale Coop. Society Ltd.,
Mysore.

Sub: General Body of Coop. Society and the
proposed amendments of By -Laws thereof

Our President and Vice-President of our
Union at Calcutta have/us directed/ to inform you the
following:

1. You mention in the Directors report page 12, that Union President and Union Officials have been consulted for timely advice, is not true.
2. It is to be remembered and borne in mind always, that Society was started by the Spencer Companies Workers and Staff Union, first to cater the needs of the union members and at large to the public. But before taking such steps to amend the by - law it would have been better if the unions are consulted. Even now it is not late and hence we urge upon you to drop the idea of amending by law. After getting the audited reports and in consultation with the Union officials, a special General Body may please be conveyed at a later date where in if any amendments

are necessary can be done.

Thank you.

Yours faithfully,

Secretary,
for Spencer Company
Employees Union.

CC to-

The President,
Spencer Companies Workers & Staff Union,
Calcutta.

CC to:-

All members,

To please see that no amendment of By Laws is effected the following suggestions may be passed in the General Body.

1. Only Election to be conducted and no amendment of by laws to be done now. By laws should be given in Kannada so that majority can understand.
2. Audited report should be made available with six months from the day of this General Body (25/9/77) and hence the tentative balance sheet should not be approved.
3. A committee of six members, four from the General Body and two from union officials to be constituted to verify the actual stock of the society before taking charge by the new office bearers who get elected.

aa/

SESSION 7

INCIDENCE PROCESS

Objectives:

To enable participants to

1. Identify the characteristics of a incidence process.
2. Compare incident process method with other types of cases.
3. Explain the procedure of introducing an incident process.

Duration:

3 hours

Learning Methods:

Syndicate work

Materials:

Case incidence on Dissatisfaction of an Expatriate Engineer.

SESSION GUIDE

1. Distribute the part of the incident process and explain the issues involved. Groups should be asked to request for more details if necessary. Give more information as given in the other sections if necessary.
2. Divide the group into sub-groups and allow them to discuss on the issue ^{and discussed} /the reports at the plenary. It is not necessary to come to common agreement.
3. Highlight the characteristics of incidence process as given in the working paper and compare this method with other types of cases.

DISSATISFACTIONS OF AN EXPATRIATE
ENGINEER

INTRODUCTION

This case illustrates, among other things, the need to meet managerial responsibilities that are broader than those imposed by technical requirements of the work situation. For example:

1. In overseas operations, cultural differences between organizational members call for special efforts to achieve mutual understanding.
2. In any organization, the whole life of the employees, including their family life, is a factor which affects their behaviour at work and in work relationships.
3. The attitudes of an employee's family members may significantly affect behaviour at work and in work relationships.
4. Therefore subjective forces in an employee and in family members may be as significant in a work situation as technical qualifications.

DISSATISFACTIONS OF AN EXPATRIATE
ENGINEER

A CASE BACKGROUND

Engineer Laborde's Initial Contacts with Fabricas Duran

Shortly before obtaining his degree in electrical engineering at a Belgian University. Georges Laborde decided that he could most rapidly advance his career by emigrating to some "under developed" country. Mexico looked promising because of its rapid, though still relatively new, industrial growth. After corresponding with the Belgian Embassy in Mexico City, he selected Fabricas Duran as an enterprise in which he thought his ability could lead to a brilliant future.

Fabricas Duran was a subsidiary of a Belgian corporation, Usines Belges. Located in Monterrey, the Mexican branch had been established in 1960 to manufacture transformers and other station equipment. In 1966, when Engineer Laborde was first employed there, its annual sales volume amounted to 25 million pesos (approximately 2 million dollars), and it had 240 employees. According to information obtained by Laborde, the company was likely to expand rapidly.

After an exchange of letters between Laborde and Senor Vasquez, and General Manager of Fabricas Duran, it was arranged that Laborde should be interviewed and given psychological tests at Usines Belges. In November 1964, New Ashired Belgium... with the understanding that after completing his training there he would emigrate to Mexico and be employed by Fabricas Duran.

Points in his favor were judged to be his engineering degree at a first-class European University, where academic standards were higher than in Mexico, his intellectual caliber, his scientific competence, his evident ambition, and the fact that French was his native language. (This circumstance was considered extremely useful for purposes of communication between Usines Belges and its Mexican subsidiary.)

ORIENTATION AND TRAINING IN
BELGIUM

In the interviews at Usines Belges and during his period of training there, Laborde received no specific information regarding his future prospects at Fabricas Duran with respect to (1) his initial placement, (2) his starting salary, or (3) the ladder of promotion for an engineer.

During the 14 months of Laborde's traineeship two circumstances apparently contributed to unrealistic impressions that were building up in his mind. For one thing, he was rotated among several departments. The purpose was to permit him to familiarize himself with important phases of plant operations, but Laborde took it to mean that he was a management trainee. Second, as a convenience to the company and to expedite Laborde's progress in learning Spanish he was given the unofficial assignment of answering letters from the technicians in the Mexico subsidiary. At that time, the manufacture of hightension equipment was new in Fabricas Duran, and few of their technicians had engineering degrees.

It therefore happened that the nature of the questions asked in these letters, combined with Laborde's stereo - type of Mexico as a "backward country", made him jump to the conclusion that technicians in Mexico were uneducated and poorly trained. For these reasons, it seemed to Laborde a near certainty that he would (1) begin his career at Fabricas Duran as a management representative " in charge of high tension production (2) receive a high salary from the start (owing to his superior technical competence), and (3) be rapidly promoted.

LABORDE'S MARRIAGE

During the summer of 1965, while still in training at Usines Belges, Laborde (now twenty-four years old) married a Belgian girl (nineteen years of age). No company representative had any contact with her until after the Labordes arrived in Monterrey, Mexico.

EMPLOYMENT AT FABRICAS DURAN

ORIENTATION IN MEXICO

Immediately after arriving in Monterrey in January 1966, Laborde was interviewed by Senor Vasquez, the General Manager. At that time he learned that his initial placement would be in the high-tension products department but in a subordinate position, reporting to Senor Perez, the production manager (an extremely capable man, who had made his way up through the ranks without benefit of a college education).

During his orientation interview, Laborde also learned that his starting salary would be 4,000 pesos a month (about \$ 340). Because Laborde had a wife and practically no savings on which to draw to set up housekeeping, the general manager offered him a family supplement of 2000 pesos a month. Laborde accepted this arrangement. (It later became evident that he never regarded this additional sum as part of his salary). Nothing was said about when he might expect a salary increase. Nor was any mention made as to possibilities of promotion.

HELP WITH LIVING ARRANGEMENTS

Within the next few days, the company treasurer (who at that time undertook certain responsibilities that would normally be met by a member of the personnel department) helped the Labordes in their search for a suitable place to live. Mme Laborde was far from satisfied with the apartment which was finally selected, but she reluctantly agreed that it was the best they could afford.

INITIAL PLACEMENT

When Laborde reported to Senor Perez, the production manager, he received no further orientation. Senor Perez took it for granted that all the necessary information had already been communicated by the General Manager.

During the period when Laborde was working under Senor Perez, he developed a number of dissatisfactions. Among them were:

1. Being subordinate to a man without an engineering degree, a mere "Mr".
2. Not being addressed or listed on the payroll by his professional title.
3. Having to punch a time lock (at that period, every one in the company did so, including the General Manager).
4. Having the same working hours as production operators. (This schedule was arranged for every one who worked closely with shop employees. It meant starting an hour earlier than office employees and having only half an hour for lunch, instead of the 2 hours enjoyed by management representatives).

All these matters Laborde discussed with Senor Ingeniero Schneider, who also was a professional engineer. Although Mexican by birth, Schneider Sympathized with Laborde's feelings, perhaps because of his European background.

At various times, Laborde also complained directly to Senor Perez, who despite his fiery Spanish temperament, never lost his temper with Laborde. He recognized that the young foreigner was a brilliant and well-educated engineer who might become a real asset to the company when he settled down. Senor Perez hoped that this accommodation would come about naturally and thought that in the meantime, the less said the better. He therefore declined to become involved in any arguments with the sensitive young man. Instead, he tried to keep their relationship strictly job-centered.

PROMOTION

After 3 months, Laborde was made head of the product design section. In this position, he reported to Senor Ingeniero Rodriguez, Manager of the engineering department. Senor Rodriguez had an engineering degree from the University of Mexico.

After Laborde's promotion he was always addressed by his professional title, but none of his other dissatisfactions was ameliorated. In deed, his feelings about his salary were aggravated by the fact that he received no increase at the time of his promotion although Schneider (head of quality control) received a salary of 5,000 pesos a month, in Laborde's opinion. Schneider was less able than he and had a degree that was inferior to his own-because it had been granted at a Mexican rather than a European university. He did not take into account the fact that Schneider had 5 years of service with the company, and he had not been informed that at Fabricas Duran salary increases were made only once a year.

Laborde was surprised, and more affronted than before, to discover that even after being promoted to the position of section head, he was still expected to punch a time clock and still expected to work the same hours as production employees. (Apparently he did not take into account that this was company practice in regard to ever one who worked closely with production employees).

AN OPEN COMMUNICATION SYSTEM

Senor Rodriguez, head of engineering, encouraged Laborde to communicate directly with Senor Perez, head of the production department, in regard to all matters connected with design changes. This arrangement was in line with company practice, according to which ever one was free to talk directly with any one else in connection with his work.

These contacts with Senor Perez gave rise to occasional friction. Laborde was extremely touchy. He seemed to regard any criticism of his designs as a personal affront, and apparently he could not (or would not) give weight to the practical reasons which made Senor Perz request some minor change in a new design (to meet the demands of economy, for example, or to avoid the need for the new tools or machinery which would have been required if the design were put into production unchanged).

Senor Rodriguez was vaguely aware that the relationship between Laborde and Perez was not entirely harmonious. However, Perez never made anything of it, and Rodriguez, being a scientist by nature as well as

by profession, preferred to spend his time and energy on scientific problems rather than in "getting involved in personal matters". Therefore, although in theory all problems were to be resolved at the departmental level Senor Rodriguez took no official notice of the difficulties which his subordinate created for Perez.

Mme. LABORDE'S ATTITUDE
AND SOCIAL RELATIONSHIPS

Shortly after the Labordes' arrival on Monterrey, several company wives (including Senora Perez, the young Mexican wife of the production manager) called on Mme Laborde. They felt somewhat rebuffed when she made it plain that she gratefully disliked having to live in Mexico, had no intention of learning Spanish, preferred doing her own housework to employing a "dirty" native servant, and continued to send to Belgium for certain items of food and clothing (because she considered Mexican products to be inferior).

DISSATISFACTIONS OF AN EXPATRIATE
ENGINEER

AN INCIDENT: THE REJECTED GIFT

When Senor Perez returned to his office on a Wednesday, in May, 1966, he was surprised to find on his desk a small package. It was daintily wrapped and attached to it was a card addressed in his wife's handwriting to Senora Laborde. He called his secretary and asked in an irritated tone, "What's this?"

The secretary answered nervously, "I don't know Senor. Senor Laborde brought it yesterday. When he found you were away, he just said (Please give this to Senor Perez."

Perez "got the message." Feeling that this was the last straw, he went immediately to the general Manager's office and poured out the whole story, ending, "If it was his wife insulting my wife, I wouldn't bother you with it. I wouldn't even give it a second thought, myself. But this is another example of Laborde's impossible attitude. He is negative about every thing can't take the slightest criticism. I know he's a brilliant young man. But I really wonder whether he is the man for us. Or perhaps I just haven't handled him right. What do you think?"

Paul Pigors - Personal Administration.

Eight Edition - McCrow hill 1977.

SESSION 8

PRESENTATION OF A CASE STUDY BY
ROLE-PLAY METHOD

Objective:

To enable participants to

1. Assess the introduction of a case study by role play method.
2. Explain how to use case study employing different method
3. Conduct a discussion engaging role-play method

Duration:

4 hours

Learning Method:

Role-play syndicate work, group discussions

Materials:

Case on a need for policy centred thinking flip charts

SESSION GUIDE

1. Select the role players in advance and ask them to be ready with their roles.
2. Introduce the case study by giving back ground information and the preamble.
3. Allow the role play to proceed and in the meantime ask participants to give attention to the facts revealed atmosphere prevailed during the discussion and the behaviour of different characters.
4. Divide the group into sub groups and ask them to identify the issues and find solutions. Discuss the reports at the plenary and try to bring about a general **consensus.**
5. Draw the participants attention to the procedure adopted in presenting the case and ask them to comment on it following points could be highlighted during the discussions.
 - i. Case Study could be given a dramatic effect by adopting different methods.
 - ii. Simulation of an actual situation can help the trainees to identify issues and find solutions. They could also grasp the intercommenced factors in the case as a whole.

- iii. The participants will loose track of crucial points when the presentation is true dramatic.
- IV. Role-play is unable to present all the factors in an actual situation.
- v. The participant find to forget **context** of the case without a written case.

A NEED FOR POLICY CENTERED THINKING

Mr.Oviedo, business agent of the union
Mr.Avery, director of personel relations Mr.Dunstable,
interviewer, women's employment.

On July 8, the business agent Mr.Oviedo,
called Mr.Avery on the telephone and asked for an
interview, saying that ne was bringing with him an
employee who deserved special consideration because of
her long service. A meeting was arranged.

The Meeting

Oviedo: Mr.Avery, I thought this was a worthy
case to bring to your attention, and I wish you would
listen to her complaint. (To Larkin) will you tell
Mr.Avery your story?

Larkin: Well worked in A-29 as a lester for
15 years, and I was always on the first shift, when
I heard that motors.

A Need for Policy Centered Thinking

Were going to Cleveland, I was worried and asked whether I might be transferred. I asked my foreman, and he said he would see what he could see what he could do. It wasn't going to be easy, because A-29 was shutting down within 2 weeks, and we were all going to be laid off soon. A little later, the foreman told me to go over to the employment department. There they told me I had to take a second shift job. I didn't know what else I could do. So I took it. Now I've been working for the last 3 weeks on the second shift in the refrigerator department. I don't like the second shift, and I don't believe I'm getting proper treatment, because I've been here 15 years, and I think I ought to have some pick of my job. I live alone with my sister at home, and she works in a restaurant down the street. She works in the afternoon and late at night. This makes it hard for us to keep our house clean, and I like to work on the first shift because I can be home while she is away.

Avery: Let me call Mr. Dunstable (interviewer Women's employment) and see what he has to say. (Telephones Mr. Dunstable, who comes in). Do you recall Miss Larkin, Mr. Dunstable?

Dunstable: Yes, certainly, (To Larkin) How are you?

Avery: What information have you got on Miss Larkin's case.

Dunstable: About 3 weeks ago, Mr. Hobbes (foreman, department A-29) came to my office with a layoff list to tell me that a number of girls with long service were going to be laid off. He asked if I couldn't place them in the plant before the actual layoff. I told him I would do my best. An hour later, Miss Larkin came in to ask what I was going to do for her. She said I had to do something because she had such long service. I told her I would do all I could but that it would take a little time for me to look around and see what kind of work we could put her on. She said she wouldn't consider any other job than a test to inspection job, that she knew of plenty of places where I could put her, and that there were plenty of girls in other departments with less service whom I could lay off in order to give her the preference she deserved. I told her I would look into the situation and let her know. There were different times that day she came to see me, asking what I had done. Each time I let her know that, so far I hadn't had a chance to do anything but would attend to her case as soon as I could. I told her she needn't worry, we would keep her on where she was until a job had been found. We did keep her on in the department for more than a week. I finally made a place for her as inspector on the second shift by laying off a junior who had been with us only a short time. She took that job, but every day since that time she has been in to see me about a transfer to the first shift. It is difficult to find her a job at the same rate of pay on the first shift, because she's not so speedy as the other girls. I've offered her several other jobs on the first shift as bench worker or assembler, but she won't take them because they are production jobs.

Larkin: There are plenty of other girls on that shift who have less service than I, and I don't see why you can't transfer one of them and put me in her place.

Avery: We are doing all we can for you, Miss Larkin. After all, you haven't lost a single day's work in this transfer, and we made sure that your new job was at the same rate of pay. This shows that we are giving every consideration to your service record that we can. Furthermore, we are going to find a place on the first shift for you. Only you must realize that for several reasons this is not so easy. In the first place, you definitely limit the possibilities by specifying the type of work you want. Secondly, you cannot expect that the foreman should jeopardize production by releasing highly efficient girls who have learned to work together in his department.

Larkin: Well any way, Mr. Dunstable didn't tell me of any other jobs on the first shift.

Dunstable: I am sorry you take that attitude, Miss Larkin. But if you will recall, I showed you three jobs on the first shift. One of them was a bench worker the others were assembly jobs.

Oviedo: Miss Larkin, I think this is all beside the point. I am certainly convinced that management is trying to place you. And please, don't let us waste our time. I have plenty of other cases where people have not been so fortunate as you have been. They are losing time and money by this transfer and would gladly take any job. Mr. Avery has told you that he will continue to try to place you on the first shift, and I certainly don't want him to fire anybody to do this.

Larkin: Well, please do every thing you can, Mr.Avery and do it quickly, will you? I want very much to get on the first shift.

Avery: I'll do every thing I can, Miss.Larkin. Suppose you wouldn't be interested in taking a job as charwoman on the first shift? We can make a place for you in the office building.

Larkin: Certainly not. I couldn't consider that.

Avery: Well, give us a few weeks to turn around in. Come into see me Monday, July 26. Will that be all right?

Larkin: Oh, yes, indeed.

THE EMPLOYMENT INTERVIEWER'S REPORT

July 21
Deborah Larkin

Industrial Relations
Mr. J. Avery, Supervisor.

On the case of Deborah Larkin which you asked for a report on, I have talked today with Mr. Masters (foreman, Department L-50) concerning her case and have the following explanation to offer as to why it is impossible at the present time to transfer her into the first shift.

She is on a job especially suited for her, as it is a simple matter reading occupation on the stators in Department L-50. Mr. Masters does not feel he could transfer her to any other type of work, and on the particular job on which she is working the two girls on the first shift both have more than 5 years' service on that same occupation. In Mr. Masters estimation, both girls on the first shift are more valuable to him, and he could not legitimately transfer one of them to the second shift without endangering production.

Mr. Master has gone over this with Miss Larkin and has absolutely gurante that, at the first opening on any occupation for which she might be suitable, he will place her immediately.

Under these circumstances, I cannot see how we can be of any assistance to her at this particular time unless we can place her on a bench job on some easy occupation.

H.N. Dunstable
Employment Department

INTERVIEW WITH LARKIN

July 22 Larkin in Avery's office

Avery: Miss Larkin, we much come to some definite understanding on your case. You have had more consideration than any other employee, and yet you continue to make trouble.

Larkin: (founding for her handkerchief): Oh, Mr. Avery you're not angry with me, are you?

Avery: Well I'm not exactly pleased. You agreed to give us time to return around in to find you a job on the first shift. But, instead of living up to this agreement, you make matters worse by appealing to every body in sight to do something about your situation.

Larkin: (in tears) I don't know what you mean, Mr. Avery

Avery: I mean just this your case has borted up in this office every single day since we came to our agreement, July 8. You have talked to four people since you've been up here Cameron (president of the Union). Oviedo, and two shop stewards, If there is something that is not clear you why don't you come to us?

Larkin: I didn't want to bother you.

Avery: Why bother them? Besides by **talking** to them you bother them and me naturally, they have to take some action, and the only way they can do that is to come to this office. And it isn't as if we are **neglecting** your case entirely. We gave you all possible consideration because we appreciate that you have 15 years of service. We even fired a boy to make a place for you.

Larkin: **Fired?**

Avery: Yes, we fired a junior to give you your present job. And your foreman has absolutely agreed to place you as soon as he can find a job for which you are suited. Why don't you give him a chance?

Larkin: I do.

Avery: I beg your pardon. You're not helping us a bit by misrepresenting your case to the shop stewards.

Larkin: Oh, I didn't do that.

Avery: Well, you certainly had Dunsable on the spot by telling one of the shop stewards that he was not taking any interest in your case. What do you expect the shop steward to do when you tell stories like that? He naturally comes right to this office to find out why nothing has been done. More than that, you told Mr. Cameron that we didn't even want to give you the charwoman job on the first shift. Now you know that this isn't true. You can have the charwoman's job right now. I didn't stress the charwoman's job, because I knew you wouldn't like it. Cleaning toilets is different from what you have been doing before.

Larkin: Oh, I wouldn't mind cleaning the toilets for office people, so long as it isn't in the shop.

Avery: All right. I am ready to transfer a woman from the office building in order to give you the job.

Larkin : Oh, no, I have no right to ask that.

Avery: Well, you have 15 years of service. You have a right to get preference.

Larkin: Well, I don't know. I'll wait till Monday.

Avery: I think that's the best thing. If you will only wait a little while, I am sure we can find a place for you. Mr. Masters has promised.

Larkin: (evidently anxious to be gone) Yes, he was very nice to me, and I'm sure

Avery: Well, give him a chance, Your best bet is in the refrigeration department, because the work there is steadier than anywhere else.

QUESTIONS ON THE CASE AS A WHOLE

1. On line responsibility for personnel administration
 - a. In such a case, what advantages (and/or disadvantages) do you see in having members of line management retain responsibility for marking, and communicating, the needed decision (with regard to possibilities of transfer)? Be specific.
 - b. If Avery had remained in the traditional staff role how might he have explained that decision to persons attending the meeting? (Role playing can be an effective way to answer.)
2. On possibilities for management union cooperation
 - a. If Avery had clearly stated his opinion that the decision on Larkin's request was one for her immediate supervisor to make, do you think that a person in Oviedo's role (as a union business agent) might have been able to accept it? On what grounds do you base your opinion. (For general ideas on this matter, see Chapter 8 & 13)
 - b. If Larkin's complaint had been processed by representatives of the union and of line management as an official grievance, what part might usefully have been played by any members of the personnel department?

Specifically at what stage in the grievance procedure might they have made what kinds of contribution? (In your answer consider idea presented in Chapter 7,8 & 13)

3. On a theory of employee motivation

In analyzing what Larkin said and did , at various stages in this case in what respect (if any) do you find Herzberg's theory of motivation relevant and enlightening?(for details of that theory see Chapter 6.)

- a. In answering this question, consider Herzberg's ideas about "factors of job context" and "hygiene factors," such as administrative procedure, company policies, and conditions of work.
 - i. Which of the "hygiene factors" if any, seem to have been significant determinants of Larkin's behaviour?
 - ii. Which seem to have operated as "dissatisfiers," in the special connotation which Herzberg gives to that work?
- b. With reference to Herzberg's theory of the duality of man's nature, how would you characterize Larkin's basic orientation at the time of this case? (Document your opinion.)
- c. To what extent do you think it might be possible to stimulate an employee with Larkin's orientation (and in her age bracket) to reorient herself so that she would respond positively to such "motivators" as achievement, recognition, work itself and possibilities for psychological growth?(Indicate your reasoning.)

SESSION 9

TEACHING WITH A
CASE STUDY

Objective: To enable Participants to

1. Identify the steps in presenting a case study.
2. Identify the role of a facilitator in presenting a case study.
3. Evaluate their own role as a facilitator in a training session.

Duration:

4 hours

Learning Methods:

Syndicate work on the working paper- Flip charts.

Materials:

Working paper on "Teaching with a Case Study.

SESSION GUIDE

1. Refer to the earlier case demonstrations and ask for comments on the behaviour of the facilitator in the sessions. Try to identify **certain visible element** of teaching with a case study.
2. Distribute the working paper and ask the sub-groups to comment on facilitators role in a Case Study session is more difficult than delivering a lecture. Do, you agree?
3. Get the group leaders to present the reports and try to identify any points where the entire group could agree.
4. Ask the group to comment on how to motivate the group to involve in discussions and and argue out their opinions.
5. Ask how the participants normally deal with trainees who are not writing to volunteer their own ideas.
6. Ask the participants who are experienced in case study teaching whether they spend less time preparing for sessions after they have used the same case study several times.

HOW TO TEACH WITH CASE STUDIES

We have seen that trainees must individually analyse a case study before it is discussed in class; what is involved in this preparation?

1. Trainees must master the facts of the case study by careful reading and re-reading, and must determine the Objectives of the organisation which is described. It is important that each trainee should have an individual copy of the case study so that he can mark important passages and treat the copy as his own.
2. The problem must be identified; we have seen that one of the most valuable advantages of case studies is that they force trainees to identify problems before the solutions; what at first sight appears to be a shortage of finance may be a poor control system; what at first sight appears to be a problem of how to dismiss a dishonest employee may in fact arise from poor selection and training procedures.
3. The various questions and sub-questions which have to be answered must be carefully identified.
4. All the possible courses of action, however absurd they may seem, must be identified and written down. These ^{may} range from liquidating the complete organisation to making ing on change whatsoever.

5. The likely effects of each alternative course of action must be quantified and the qualitative aspects of the decision must be identified and ascribed to each possible course of action. Trainees should learn how to narrow down the area where judgement is required by quantifying every possible aspect and thus leaving only the genuinely qualitative factors which are subject to judgement alone.
6. The preferred course of action must be selected as a result of the previous analysis.
7. The results of this preferred course of action must be checked in as many ways as possible in order to be sure that it is the best course of action.
8. The analysis and recommendation must be prepared for presentation and 'selling' to the group.

We have seen that trainees may also be asked to prepare for plenary discussion of the case study in smaller groups; these groups may be asked to prepare a group or syndicate solution or they may merely be used for each trainee to test his own ideas against the comments and insights of his colleagues.

INSTRUCTOR PREPARATION

Some instructors may believe that because they do less talking in a case study session than in a lecture, less preparation is required; nothing could be further from the truth.

The instructor must carry out the same analysis as the trainees but with the following major additions:

1. The instructor must try to look at the case study from the point of view of the whole group of trainees and in as many different ways as they are likely to do so.
2. The instructor must try to identify and follow through every possible avenue of analysis which the trainees are likely to have identified. Even if the instructor believes them to be incorrect it is vital that he should know where each direction of analysis is likely to lead.
3. The instructor should attempt to marshal every possible argument in favour of every possible solution; it may be better if he himself does not select a particular solution so that he has an open mind when teaching the class.

The Conduct of the Group Discussion

1. In a normal lecture the teacher may expect to be speaking between 75% & 85% of the time; in a case study he should ~~try~~ to avoid occupying more than 25% of the total time.
2. An instructor who is inexperienced in the case method of teaching may believe that the fact that he will have to speak less means that less work is involved; in fact the task of supervising, moderating and guiding the discussion is a far more challenging one and requires more alert attention than the one-way delivery of a lecture.
3. The instructor must be prepared to admit that he has not identified certain courses of action or possible solutions if trainees suggest them and they are reasonable; an inexperienced or insecure instructor may find this very difficult.
4. The instructor must not act as the master with the source of all knowledge; if a particular point of view is put by a trainee which appears to be incorrect, the instructor should try to elicit or correction ~~from~~ another trainee rather than give it himself.
5. Instructors should carefully avoid ~~rediculing~~ an apparently incorrect suggestions since trainees must be encouraged to put forward as many opinions as possible.

6. The instructor should try to draw out the less forthcoming trainees since they are unlikely to gain as much from a case session if they do not contribute and participate.
7. The instructor should be prepared to act as secretary by summarising trainees' contributions on the board; he should whenever possible use trainees' own words and phrases as this will bolster their confidence.
8. Instructors should not allow trainees to make all their suggestions and then ridicule them by presenting their own 'correct' solutions; if the instructor strongly believes that one solution is correct he should guide the trainees so ~~they~~ themselves feel responsible for reaching the right solution and they are more or less unaware of the instructor's guidance.
9. If the instructor, because he wrote the case or has other background knowledge, knows more about the situation than is given in the case study, he must resist the temptation to strengthen his own position by hitherto unknown information. If the necessary information is not in the case study, it is a bad case study.

10. Generally the instructor should be a tactful subtle and unobtrusive guide rather than a dominant leader of the discussion. He should advance and encourage a discussion rather than inhibit it by displaying his superior knowledge. An effective case study is a joint exercise in shared learning from which a sensitive instructor can gain as much as the trainees.

11. At the conclusion of the case study discussion the instructor should summarise what has been said, and if a general consensus has been reached he should summarise this and draw whatever general conclusions may be possible showing their general applications to a wider range of management problems. There is, however, no reason why a consensus should be reached and intelligent disagreement should be possible on all genuine management decisions.

How to Encourage Discussion

Trainees who are not familiar with the case method of teaching may be reluctant to start discussion it may also inhibit useful discussion if trainees are invited to suggest recommendations at the very beginning since it is difficult to go back from these to identifying the problem.

It may therefore be useful to use a question such as the following in order to start discussion if the group is reluctant:

1. "What is going on in this situation?"
2. "Is there really a problem at all?"
3. "What precisely is the problem?"
4. "What has caused the problem?"
5. "Are we looking at the real causes of the problem or merely at symptoms of the problems?"
6. "What are the main issues involved?"
7. "What are these main issues important?"
8. "What are the objectives of the individual to whom the problem belongs?"
9. Are the objectives of the individual the same as these of the organisation?
10. "What should the individual do now?"
11. "What possible courses of action are available to the individual?"
12. Is each of the alternatives that have been identified realistic in the circumstances that are actually described?"
13. "What are the quantitative effects of each alternative likely to be?"
14. "What qualitative aspects must be considered in addition to the figures?"
15. "What criteria should we use for selecting a particular alternative?"
16. "Is this alternative really practicable in the situation described?"

The Rewards of Case Study Teaching

Instructors who are used to lecturing may find it uncomfortable to give up the security of the one-way method of communication and to expose themselves to the comments and insights of all the trainees; this may be particularly difficult when the trainees in fact have more management experience than the instructor, but in such a situation it is vital that their experience should be drawn upon by some such technique as the case study method.

Instructors who have used the same case study twenty or thirty times have remarked that they still do not know what the outcome will be of a given session with that case study and that no two sessions have ever been the same; this experience reflects the value of the case study method since it accurately simulates the ~~ex~~changing dynamic aspects of management decision making.

SESSION 10

WRITING A CASE STUDY

Objective : To enable participants to

1. Write a micro case with data given
2. Experience writing a case study.

Duration:

2 hours

Learning Method:

Individual Exercise

SESSION GUIDE

1. Explain the participants that they would experience a writing a case with a simple dialogue and get them to be ready with material necessary pen and some black paper. They should take notes as the education officer in the dialogue and write a case study. Tell them that they could use imagination if necessary.
2. Play the taped dialogue. If necessary play it twice.
3. Allow some time for the participants to write the case study.
4. Collect the scripts at the end of the session and arranged them to be typed and distributed. This could be done during the next session which sub group discuss how to write a case study.
5. The participants may complain that they were asked to write the case without giving sufficient information about the situation.

MICRO-CASE

Education Officer: Good morning Mr. Bandusena! You have come after a long time? How is your shop now?

Mr. Bandusena: Good morning. I couldn't come (Manager of a retail Branch) this way for a long time. I had some trouble in the branch.

E.O.: What were your troubles?

Man: Our number of customers is less now. There is a heavy stock of good in hand. On top of it the officers come to the shop practically every month and take stocks. I had a leakage of Rs. 1000/= this time for 6 months. They called for any explanations I had troubles of replaying the queries and going here and there to get over the case.

E.O.: Do you have a branch committee?

Man: Yes they elected a committee recently. That was about 2 months back. However no meetings were held so far.

E.O.: Why?

Man: I don't know. Head officer said that they will summon a meeting which did not happen still.

E.O.: What does the committee say about the shop?

Man: Nothing. They come and see whether the goods are available. They scold me for not having the goods in urgent need.

E.O.: Did you report this to the Wholesale depot?

Man: I normally inquire about the goods when I go there. Normal experience is I had to come back empty hand. I used to tell this to the consume manager also.

E.O.: Do you maintain proper indenting system.

Man: No. What for? I could always check when I go there.

E.O.: Are the Consumers angry with you?

Man: No. not to my knowledge. Some times they kick up a row when the necessary things are not available. What can I do?

E.O.: Is there a drop of sales in your shop?

Man: Yes that is the problem. This has aggravated because of that shop open on the other side of the road. Head officer says that our shop will be closed if the situation does not improve. Why should I care? They will transfer me to another shop.

E.O.: Can't you do something about it?

Man: What can I do? Our wholesale doesn't have what we want. I am happy anywhere so long as I get my salary.

E.O.: Can we say that the drop in the sales is due to poverty of people?

Man: It is partly due to that. Consumer prices are going up. Not only that. There is a depression among people due to several brought during this season. Practically all the paddy fields got affected. In addition to that the adjoining shop sells same items as we sell at a cheaper rate. They give goods on credit too.

E.O.: You don't give credit?

Man: No.

E.O.:

Do you think that this leakage problem will continue.

Man:

They force me to bring unnecessary good when I visit the wholesale store. Take for an instance recently I brought a stock of onions which is unsold still. It goes waste when it gets dried and rotten. They give only a marginal allowance for dryage. Not only that I cannot store these items properly due to lack of proper facilitation. Building is dilapidated, Mice come and take things away. I told the head office to repair this but in vain. What can I do?

SESSION 11

HOW TO WRITE CASE STUDIES

Objective: To enable participants to

1. Distinguish case studies from stories, exercises on games.
2. Analyse the factors in writing a Case study.
3. Assess their own reaction to actual management situations and
4. Develop attitudes to maintain an unbiased character as a case writer.

Duration:

4 hours

Learning Methods:

Syndicate work and group discussions.

Materials:

Working paper on how to write case studies-
Flip charts.

SESSION GUIDE

1. Ask the participants to analyse the steps they have followed in writing a micro case during the previous session. Try to summarise the ideas with the help of a chalk board or a flip chart.
2. Distribute the working paper among the participants and clarify and point ambiguities to participants.
3. Ask the syndicate to report on the factors that should be observed by a case writer in writing case studies.
4. Discuss the group reports at the plenary and summarise the points in general agreement.
5. Try to provoke discussion on the following points:
 - a. Whether the participants find it easier to learn from and teach with case studies which have questions suggested at the end or not.
 - b. To suggest ways of making the opening section or paragraph more dramatic.
 - c. What problems are likely to prevent the case writer from obtaining actual documents.
 - d. What might be the effect of an oversimplified or over dramatised version of the facts.
 - e. What type cases suitable for training programmes which they have to undertake?

HOW TO WRITE CASE STUDIES

We have seen and experienced something of what is involved in learning and teaching with case studies; the objective of the workshop is to go beyond this and actually to write case studies. How is this done? It is important to stress that case studies are, as Malcolm P. McNair of the Harvard Business School says, a "distinct literary form".

1. Case studies are not written descriptions of events in the management of cooperatives; such descriptions are valuable as examples but they are not case studies because they do not pose a problem.
2. Case studies are not exercises which trainees have to solve like questions in an examination; again exercises are very valuable for testing knowledge of techniques but a case study should require the use of judgement as well as the correct use of a technique.
3. Case studies are not 'guessing games' or 'mystery stories'. There is no right or answer to a management problem and the case study should not set out to 'trick' the trainees by making it obvious that there is one correct solution but at the same time deliberately concealing it from him.

Teaching Objectives

Before writing or using the case study it is obviously vital to decide what trainees are expected to learn as a result of analysing and discussing it.

This will have an important bearing on the way the case study is constructed, its length, the way its figures are presented, the amount of work that is demanded of trainees and the problems that are emphasised. It is possible to use the same real management situation to illustrate and teach a number of different aspects of management; the learning objective must be clear before the case is written.

Case Study Must be Incomplete

A description of a management decision usually gives the background, tells what the manager decided to do and then shows what happened.

A case study is unfinished; it should leave the trainees at the point where a decision is clearly required.

It may not be clear what is the problem, or what type of decision is required; it may even be appropriate for trainees to decide that nothing should be done; nevertheless it must be clear that the manager who is described has reached a point of decision.

Should there be Questions at the end?

Some case writers prefer to put questions at the case studies while others argue that this defeats a major purpose which is to force trainees to identify the problems.

Unexperienced trainees may need the help that is provided by questions, but it is probably better for questions to be put in a separate teachers guide so that the person who is going to each with the case study can decide whether to put them to the trainees or not.

A Case Study Must be Personal

One of the objectives of the case method is to simulate the experience of managing a Cooperative Organisation; the reader must therefore feel that he is actually the person whose situation and problem is described.

It is therefore vital that the case study should focus on one individual from whose point of view the situation is viewed. A case study should not be very objective in that it should present the situation as seen through the eyes of one of the participants in the situation which is described.

It is nevertheless important that the case writer should not allow his own judgements to enter into the case. propels characteristics should be indicated by their actions rather than started;

e.g. "get out of here you fool" rather than "he tended to be bad tempered with his associates."

It must be clear what parts of the case study are the opinions of the principal actor in a situation and what parts are the objective statements of the case writer; as much as possible of the material should be given through the thoughts, actions and words of the actors in the situation rather than the bare statement of alleged fact.

A Case Study Must be Dramatic

The trainee must feel that he is actually experiencing the situation that is described rather than reading a description of it; this effect can often be achieved by 'setting the scene' at the very beginning in a dramatic way.

Compare these two ways of starting a case study:

- a. The Jemb Cooperative Society was started in 1955 with thirty eight members
or
- b. 'Ali suspected that the future and possibly the survival of the Jemb Cooperative Society depended on his decision'

Clearly the second statement is more dramatic and involves the reader from the very beginning; after the scene has been set in this way it is then possible to 'flash back' with the historical background to the situation which is the subject of the case study.

A case study can be made more real and dramatic by including actual documents or representation of them if disguise is necessary.

For Example:

- a. 'The letter from the Adhoc sub committee had bad news for Ali; the sub committee had written that at least half the members of the society proposed to resign unless something was done about the recording of receipts.'
- or
- b. Ali opened the letter from the Adhoc sub committee and read '...'

Thursday, June 1st,

Dear Sir,

We, the undersigned members of the Jemb Cooperative Society Adhoc sub committee, must inform you that unless the system of recording the receipts is improved within the next week, at least including the undersigned, will be compelled to resign their membership.

Yours faithfully,

Obviously the second method is more dramatic.

It is perfectly reasonable to invent documents, telephone conversations or dialogues if these will add to the drama of the situation without distorting facts; this is particularly useful when a case study has to be disguised, since it is clear that the case writer would actually have been unable to record conversations of this sort.

While it is reasonable to invent supporting documents, conversations and so on, it is important that the case writer should not try to distort reality by over dramatising it.

Case must be genuine if they are to be effective; some writers prepare successful 'armchair cases', but this is only possible when the case writer has extensive management experience so that the imaginary cases are in fact based on reality and do not over-simplify the facts.

A Case Study Must Have Enough Information

A reader must be provided with all the information which:

- a. Is necessary for an understanding and analysis of the situation
- b. Would have been available to the person from whose point of view the case study is written.

Obviously information which would not have been available should not be provided; often trainees can learn a great deal about the necessity for obtaining information by research from a case study which describes a situation where a manager was trying to make a decision without having enough information.

It is more likely however that the case writer will omit facts and background information simply because he is familiar with them and he forgets that the trainee has no background knowledge of the situation.

It is often difficult to give sufficient information and to retain the personal and dramatic flavour which is essential to a good case study. It may be useful to put background data into a note or exhibit at the end of a case study but as much as possible of the background material should be skillfully interwoven into the case study without destroying its dramatic quality.

Case writers must remember that:

- a. Some trainees may not be fully familiar with cooperative systems, regulations and methods of management.
- b. Trainees may not be familiar with particular types of crops, processes and other functions which an individual Cooperative carries out.
- c. Cooperative management case studies will, it is hoped, be used internationally; case writers should make some attempt to give background information on the environment in which the situation described is taking place so that trainees from other dissimilar countries can still understand the situation.

Background material on particular crops, processes or national environments, and legal regulations may well be put in a separate note at the end of the case.

A Case Study Must Have a Clear Time Sequence

The reader must appreciate at once the point of time which the situation has reached.

The sequence of events leading up to this point of time must also clearly be indicated since people in the situation are obviously aware of the order in which events took place.

It may be difficult to combine a clear sequence of events which a dramatic presentation but this is one of the tasks of a successful case writer.

A Case Study Should be as Brief as Possible

Many case studies from the Harvard Business School which as we have seen originated the case method, run to 40 to 50 pages.

It may be sometimes justifiable for a case study to be this long if it can be studied over a fairly long period and if trainees require practice in sorting out data from large amounts of material and analysing highly complex situations.

It may be more difficult but it is far more valuable for teaching purposes if a case study can be kept to 5 or less pages.

Cooperative Managers who have come for a short course will probably not be used to extensive reading and will be unable to absorb large quantities of material in a short time.

It may be possible to make a case study shorter by, summarising the quantitative data in tabular form; this is obviously useful but if one of the teaching objectives is to enable trainees to select and organise data this task should not be done for them.

CONCLUSION

Since a case study is an artistic creation it is not possible to state exactly how one should be written.

If the reader feels that he is a part of the situation and that he has all the information that would have been available to the person whose part he feels that he is playing, then the case study is probably a good one.

Source:

Cooperative Management
A Case Writing Workshop Manual
CEMAS International Cooperative Alliance,
India.

SESSION 12

POST WORKSHOP QUESTIONNAIRE

(Please be brief and specific)

1. What is a case according to your experience in the workshop?
2. For what subjects and which situations case method could be used?
3. What are the advantages and disadvantages of the case method?
4. What principles do you observe when you are teaching with a case study?
5. What principles do you observe when you are writing a case study?

CASE STUDY (INTRODUCTORY) WORKSHOP
School of Cooperation, Polgolla

23.03.81 - 27.03.81

PROGRAMME EVALUATION

(Strike off whatever rating irrelevant)

1. Objectives Explained:-
Poorly/ Fairly well/ Clearly/ Very clearly
2. Objectives Achieved:
No/ To a certain Extent/ To a greater extent/
fully
3. Name the 5 Sessions you regard as most valuable:
I.
II.
III.
IV.
V.
4. Name the 5 sessions (if any) you regard as least valuable.
I.
II.
III.
IV.
V.
5. Suggest any topics not presently included which you would wish to have included in future courses:

6. Suggest any topics in the present workshop for which you think more time should be allowed.

7. Does the general arrangement and development of subject matter appear logical.
Yes/ No
If no suggest improvements.

8. Generally speaking did you feel you had enough opportunity for discussion?
Yes/ No
If no should this be by;
 - a. Reducing the introduction by the facilitator?
Yes/ No
 - b. By issuing notes for prior reading?
Yes/ No

9. Any other comments for future.