Worksheet for Case Analysis(MGT 302). This worksheet follows the format of the case study videos posted in the Course Policies module. Type each significant symptom in its own cell (left column) and complete the rest of the row, demonstrating your ability to correctly apply management principles. Move on to the last page once you have completed the worksheet. In your analysis, use all applicable theories from the readings through the current week, to gain experience in more holistic use of theory in case analysis. (See the video on case study analysis in Course Policies for more on each column.)

Before each symptom, it might help you to ensure you have covered the relevant theory bases to include the category of   
P-O-L-C and sub-category in which the symptom best fits. Use these (taken from the text organization:

P (planning): V (vision & mission); S (strategizing); G (goals & objectives).

O (organizing): O (organizational design); C (culture); S (social networks).

L (leading): L (leadership); D (decision making); C (communications), GT (groups & teams); M (motivation).

C (controlling): S (systems & processes); SHR (strategic human resources).

For example, “O/C” would mean culture within the Organizing frame, whereas “L/C” would mean communication in the Leading frame. Or you can write “leading/communications” if you prefer.

**Your Name: Jessica Klatt Case Title: UW Peace Mission**

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| --- | --- | --- | --- |
| Symptom (case fact) P-O-L-C\* | Surface Cause | Underlying Cause | Theoretical Basis |
| Resentment of troops patrolling in Loyka (L-C) | Patrol too frequently | Inappropriate behavior of troops is off putting to Loykese.  Loykese did not want foreign troops in their country. |  |
| Violence against the troops (L-GT) | UWP reputation declined | Gen. Meiri unable to control the situation. | Maslow’s Hierarchy of Needs –social |
| UWP soldiers resent job/lack motivation (L-M) | Felt unappreciated by locals they are there to serve | Gen. Meiri unable to control the situation. | Maslow’s Hierarchy of Needs –social, Path-Goal theory getting them to work for good. |
| Injured individuals, the poor and disadvantaged w/out medical care, and young Loykese with health issues (C-SHR) | Lack of medical care for Loykese | Lack of medical professionals due to Civil War. |  |
| Poor social infrastructure of Loyka (C-SHR) | Lack of highly skilled professionals due to Civil War. | Existing university is small, old and requires extensive repairs. | Corp. Social Responsibility |
|  |  |  |  |
|  |  |  |  |

Note. To add more rows, click on the empty cell in the lower right, and press the Tab key.

\* Indicate whether symptom is related to planning, organizing, leading or controlling by one capital letter, e.g., P for planning.   
UWP patrols to maintain peace, order, security

* Gen. Meiri UWP Commander
* Tall, centralized, many layers of hierarchy
* Resistance from locals
  + UWP perceived inappropriate behaviors
  + Did not want foreign solders
* Low morale of troops
  + Felt unappreciated by locals
* Gen. Pierce replaced Meiri
  + Remove troops as soon as effectively possible to improve safety
  + Remotivate troops – non-financial
* Hospital?
  + Pros – immediate benefit will bring back quality medical for all – especially harmed in civil war, increase health of mothers and children by offering prenatal care, long-term investment in community health, will stimulate economy by offering new opportunities to entrepreneurs.
  + Cons – lacking qualified medical professionals, OBGYN dr. must be female to appease conservatives, dr. from abroad
* University?
  + Pros – New facility would replace old one in need of repairs, investment in community and long-term economic outcome of locals by way of education, will stimulate economy by offering new opportunities to entrepreneurs, preferred by governor that provided land.
  + Cons – Would take time to educate future professionals, could become focus for physical attacks

ETHICS

* Utility - More good 75%  
  Either decision is going to positively impact the community once implemented.
* Rights - More respect 50%  
  Hospital may offend conservatives if the OBGYNs are male, outsourced professionals. University may become a focus of physical attacks.
* Justice - More just 75%  
  Currently, poor are without quality medical care or education.
* Common Good - Increases common good 100%  
  Either solution will increase the quality of life for these people. While the hospital would give immediate relief, education would provide long-term improvements to their social culture.
* Virtue - More virtuous 100%  
  Both options have positive outcome.

Total = 86

# Conclusions, Recommendations and Ethical Implications

Conclusions, i.e., major themes.

Due to the civil war, the UWP have occupied Loyka to maintain peace and order. However the safety of the troops has come into question due to poor leadership by Gen. Meiri. A new commander, Gen. Pierce, was assigned to manage the troops and the Loykese population with the objective to remove troops as soon as effectively possible to increase their safety while improving her troops morale. She believes that using the troops to help build either a hospital or university will increase social infrastructure with the Loykese and give cause to her troops to feel good about what they are accomplishing.

Recommendations for improvement (include advantages and disadvantages of alternatives considered) based on theory.

I recommend that the UWP construct a university with their land and funds as education signifies more of a long-term commitment to the locals of Loyka demonstrating corporate social responsibility (Principles of Management, 2010). Education of the locals can help them to rise above poverty with hopes that better educated individuals will gain tools to express their differences in more effective ways than civil war. Educated professionals will then be able to replace those professions lost with the start of the civil war and the locals will grow to be more self-sufficient, relying less and less on the help from the UWP.

Construction of the university will help to repair the troops morale. According to Maslow’s Hierarchy of Needs, incorporating the troops in the construction will begin to fulfill the safety, social, esteem and finally self-actualization needs of the troops, building a more motivated workforce (Principles of Managment, 2010). Further, I recommend the use of SMART goals during the construction to continually motivate all groups so they may see their progress towards the end goal. This may also have a positive effect on the locals if they are able to see the progress being made, displayed in a conspicuous location.

While leadership has already been addressed at the top level, the switch to a matrix style of management is going to be a change from the normal tall, centralized structure of the military. Management will need to understand the potential problems that can stem from this. While matrix style management teams increase their overall communication, managers need to remain clear as to who is in charge of which task to steer clear of power struggles between managers and employees (Principles of Management, 2010).

Given the threat of physical attacks on the campus, it would be advised that the UWP remain active in this location until the overall social atmosphere cools down to assure the safety of individuals taking advantage of the educational institution.

Ethical implications of recommendations.

Currently, the poor are being treated differently as they do not have access to medical care (their rights are affected and that is not just). While the implementation of a hospital would immediately cure this ale, that is not going to help the poor rise up in social status, such as the way education will. Providing education without prejudice will improve the rights of the poor individuals and families and provide justice.

Education will provide more good for more affected in a way that will make a long-term impression. As I stated before, education can reduce poverty and will be the groundwork for developing a self-sustaining community.