

2010 Call for Academic Cases

The Council of Supply Chain Management Professionals (CSCMP) is soliciting original academic cases for its ever-expanding on-line case library. CSCMP seeks cases that explore all supply chain related topics, including but not limited to successful implementation of supply chain initiatives, RFID, collaboration, use of technology in supply chains, relationship development, performance measures, and supply management. The primary audience for CSCMP cases is academics who will use these cases to illustrate particular SCM principles. There will be two categories of cases accepted: full-length cases that will typically take a full lecture to discuss, and “mini-cases” that require about 20 minutes of class time, and are useful for introducing a topic.

Author(s) of “full” cases accepted by CSCMP will receive a total of \$3,000 US and authors of “mini” cases will receive a total of \$500 provided the case is completed by November 1, 2010.

Full and mini cases that are submitted to CSCMP will be evaluated by members of CSCMP’s Education Strategies Academic Case Study Review Committee utilizing the following criteria:

- Interesting subject matter and relevance to CSCMP academics
- Realistic details and adequate information on internal and external issues
- Story like narrative
- Number and quality of supply chain issues
- Useful tools, tables, figures (financial numbers when available) to facilitate analysis
- Clear set of discussion questions
- Quality of writing
- Level of completion including teaching notes

Timeline

1. Submission deadline – March 15th
2. Initial Review Comments – May 1st
3. Second Review Comments – Aug 1st
4. Notification of accepted cases – Oct 1st
5. Camera Ready Copy - Nov 1st

Full Cases, not including the teaching note and figures, should be between 2,000- 4,000 words. Additional guidelines for CSCMP cases can be found at:
<http://cscmp.org/resources/casestudy.asp>

Mini Cases, not including the teaching note and figures, should be between 1,000- 2,000 words. Additional guidelines for CSCMP cases can be found at:
<http://cscmp.org/resources/casestudy.asp>

Cases should be double spaced, saved in Word and as a PDF file and electronically submitted to Dr. Chad W. Autry, (cautry2009@gmail.com), by **March 15th, 2010 for review.**

Council of Supply Chain Management Professionals: www.cscmp.org, phone: + 1 630.574.0985

See other side for more details

GUIDELINES FOR ACADEMIC CASE SUBMISSIONS

Council of Supply Chain Management Professionals

The Council of Supply Chain Management Professionals (CSCMP) is soliciting original academic cases for its ever-expanding on-line case library. CSCMP seeks cases that explore all supply chain related topics. The prime audience for CSCMP cases is academics who use these cases to illustrate particular Supply Chain Management principles in class. Therefore, there is a lot of value in creating a "story" like atmosphere in the case and not providing any solutions within the body of the case. A key facet is that as students read the case they should begin to identify with the decision maker in the case. To facilitate student engagement, authors should consider adding as many realistic details as possible, so students can also learn about the industry being studied and the role of a supply chain manager.

For full length cases, authors should ensure adequate information is included on the internal and external factors facing the company. It is very important that tables, figures and financial numbers (when available) are useful to facilitate analysis. Ideally, full-length cases should contain several different issues denoted by keywords, and some of the issues should not be important to the outcome of the case. A key learning process that students go through with well-written cases is related to the ability to distinguish between important and unimportant issues. Having superfluous information is often of value for this purpose. Authors should always end the case with questions that force the students to identify the key underlying issues found in the case.

For mini-cases the requirements are less rigorous. Given that mini-cases are designed to introduce classroom topics, there is less need to have as much quantitative data such as financial information for example as required in a full case. The focus in a mini-case tends to be more conceptual and introductory.

For both types of cases, teaching notes should be prepared. The teaching notes assist the professor in teaching the case; they are not simply answers to the questions found at its ending. Authors should consider developing a set of questions that can be used by the professor to lead a class discussion. The focus of the teaching notes is to lay out questions in such a fashion that the students discover key issues. If possible, authors should identify the approximate time needed to discuss each question to provide the greatest learning. In summary, the teaching notes should include the following:

- a synopsis of the case
- teaching/learning objectives and appropriate audiences for case
- teaching suggestions
- several questions/answers to facilitate discussion of the case
- a summary of the pros/cons of each alternative being considered in the case, if not already done in the case
- lessons learned/outcomes – this should be linked to teaching objectives above

Finally, where possible/appropriate, the author should include an epilogue section (i.e., "what really happened") so that the professor can provide historical data based on the results of the actual case.