

**CASE-STUDY IN DEVELOPMENT OF DECISION MAKING SKILLS:
THEORETICAL AND METHODOLOGICAL ASPECTS**

An educational method in development of decision making skills of Ukrainian public administrators known as the case-study is examined in the article. Such social peculiarities of case-study in decision making process as significant managerial experience, sufficient information to make a conclusion along with the absence of pre-conclusions are gradually analyzed. The author analyzes the development of Decision Making skills in Petro Mohyla Black Sea State University as a definite pattern. The author comes to the conclusion that case-study as an educational method in development of decision making skills is optimal for professional development training of public servants as cases are connected both with theoretical information and development of practical decision making skills.

Keywords: *decision Making, case-study, managerial skills, professional development training of public servants.*

Глубоченко К. О. Використання методу кейс-стаді у прийнятті управлінських рішень: теоретико-методологічний аспект

У статті розглядаються можливості використання методу кейс-стаді у розвитку на-вичок прийняття управлінських рішень українськими державними службовцями. Послідовно аналізуються такі особливості застосування кейс-стаді в удосконаленні управлінських навичок як значний управлінський досвід, достатність інформації для прийняття рішення поряд з відсутністю попередніх неперевіраних дослідним шляхом умовиводів. Автор аналізує можливості застосування методу кейс-стаді на прикладі його використання у Чорноморському державно-му університеті імені Петра. Автор приходиться до висновку, що кейс-стаді як метод навчання є найбільш оптимальним для розвитку навичок прийняття управлінських рішень у процесі підвищення кваліфікації державних службовців, адже кейси пов'язані одночасно з опануванням теоретичною інформацією та розвитком практичних управлінських навичок.

Ключові слова: *прийняття управлінських рішень, кейс-стаді, управлінські навички, підвищення кваліфікації державних службовців.*

Глубоченко К. О. Использование метода кейс-стаді в принятии управленческих решений: теоретико-методологический аспект

В статье рассматриваются возможности использования метода кейс-стади в развитии навыков принятия управленческих решений украинскими государственными служащими. Последовательно анализируются такие социальные особенности применения кейс-стади в развитии управленческих навыков как значительный управленческий опыт, достаточность информации для принятия решения наряду с отсутствием предварительных непроверенных опытным путем умозаключений. Автор анализирует возможности применения метода кейс-стади на примере его использования в Черноморском государственном университете имени Петра Могилы. Автор приходит к выводу, что кейс-стади как метод обучения является наиболее оптимальным для развития навыков принятия управленческих решений в процессе повышения квалификации государственных служащих, поскольку кейсы связаны как с освоением теоретической информации, так и развитием практических управленческих навыков.

Ключевые слова: *принятие управленческих решений, кейс-стади, управленческие навыки, повышение квалификации государственных служащих.*

Introduction

Modern tasks of public administration in Ukraine demand creative approach in the managerial problem solving from the executives. To develop professional skills managers need special

educational and training programs. Nowadays universities offer different programs of in-plant training, retraining of personnel for the Ukrainian public administrators. Development of decision making skills takes special place in this process.

Analysis of recent research

The works of such scientists as W.Ellet, E.Tuten, J.Fedorova and others were important for this research. Authors defined the meanings of case-study and peculiarities of this educational method.

Statement of research objectives

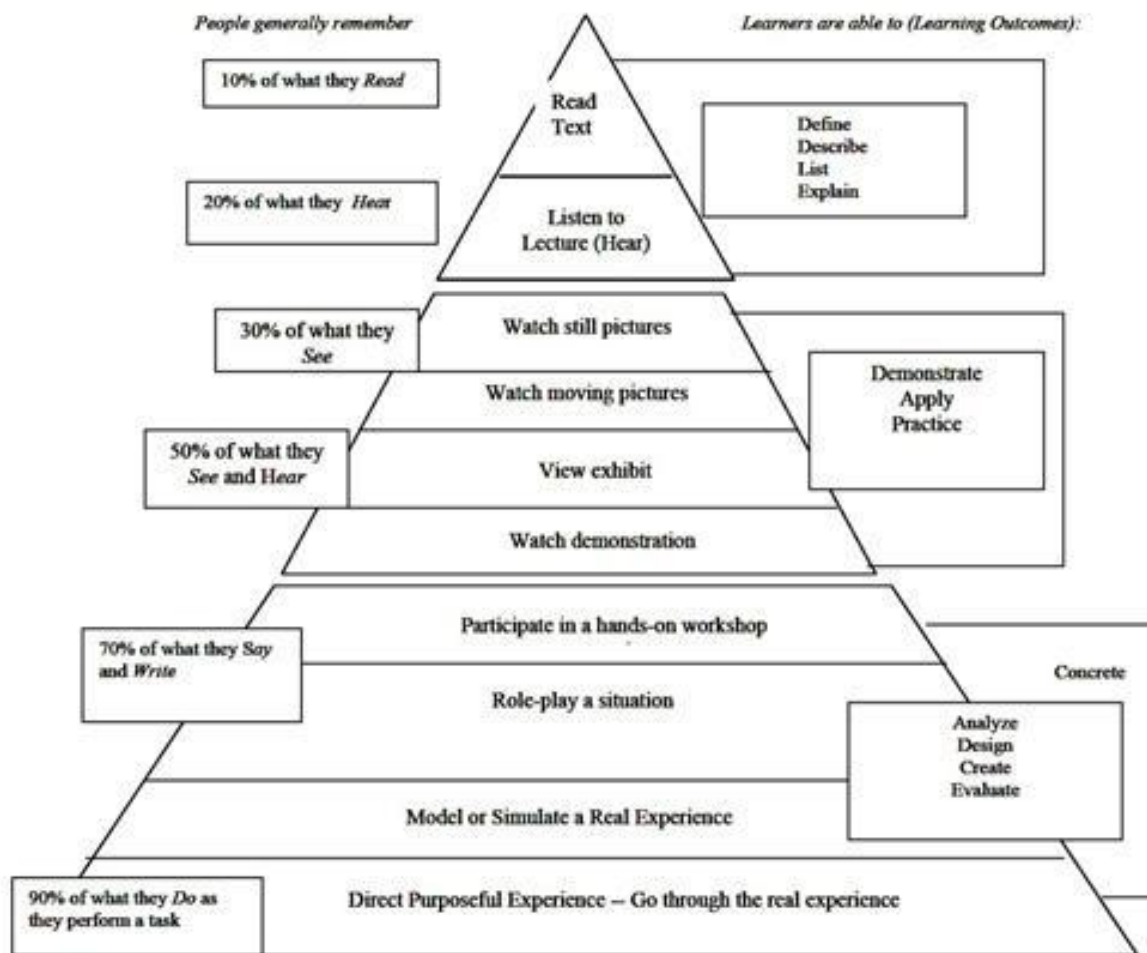
According to V.Voronkova, public administrators meet some barriers while developing managerial leadership. Such as:

- fear before new situations;
- fear as a result of own incompetence;
- lack of abilities and skills;
- fear not to meet expectations of others¹. 90% of the educational information shall be deposited with the student's memory (Picture 1). Therefore, one may observe that the majority

of the barriers on the way of successful gaining of decision making skills are the results of lack of ability to solve definite managerial situations.

We believe this problem originates from Ukrainian public administrators' limited theoretical knowledge; developing definite skills is not only a result of processing verbal information.

In particular as E. Dale proved², classical educational methods when information is only verbally transmitted by a tutor deposit only 10% of the given information with the student's memory. Meanwhile, imitation of real experience becomes the most effective method of studying – almost



Picture 1. Cone of Experience by E. Dale

¹Voronkova V.G. Menedzhment v derzhavnyh organizatsiyah (Management in Public Institutes), Kyiv : Professional, 2004. 256p.

²Dale, E.: Audiovisual Methods in Teaching, 1969, NY: Dryden Press.

That is the reason why the case-study as an educational method in the development of decision making skills for Ukrainian public administrators who take in-plant training or retraining becomes most effective.

What does the notion “case” mean? Case is a description of a situation, a problem or an opportunity that appears in the organization. Case gives a possibility to examine the situation inside, from the standpoint of its direct participant, to put one in the place of main hero of a situation and to analyze it making the most right decision³.

According to W. Ellet, to play its role a case must have certain characteristics. As an analog of reality, a substitute for the direct experience of a situation, a case must have these three characteristics:

- A significant business issue or issues;
- Sufficient information on which to base conclusions;
- No pre-conclusions⁴.

Therefore, managerial decision is the result of analysis, optimization and economic substantiation to choose from different alternatives of problem solving. Impulse for decision making is the need to eliminate, decrease actuality or final solving of problem.

Unfortunately nowadays decision making process in Ukrainian public administration has intuitive character. It does not have a special managerial ground and corresponding information. But Decision Making is a special activity which demands high qualification, practical experience and developed intuition. There are three definite stages in Decision Making such as: determination of goals and tasks to search for alternatives; choosing the best alternative; implementation of the best alternative; comparison of the received results and pre-arranged indexes; complex estimation of efficiency of decision⁵ made.

Meanwhile one should understand that case-study in decision making is the best still not ideal educational method for public administrators. Ac-

ording to E.Tuten, it is uncertain whether scholars and practitioners understand how decisions are made in the school environment. Do administrators follow models to reach decisions, or does the situation dictate the outcome of the process? Who and to what extent do they involve in decision making? Ultimately, scholars and practitioners are unclear in their understanding concerning how school administrators make decisions in the workplace. More specifically, scholars do not fully comprehend how school leaders perceive their decision making strategies and actions. That is the problem this study addressed⁶.

Thus, tutor's task is to create corresponding real material and students must solve managerial problem with this respect; a reaction of surrounding environment (other students and tutor) on the problem solving should be considered. Still, we

need to understand that the different decisions of problem are possible. Therefore a tutor should help students to reason, argue, but not to impose the opinion on them. Students need to understand from the very beginning that the risk of decision making is their competence. Tutor explains the consequences of an alleged risk of making wrong decisions only.

Since in the real life decision making is a result of considering precedents and experience, current situation case needs to present the rational moments of problem solving; that will create a possibility to make new decisions⁷.

That is why the method of situational analysis has five basic descriptions: 1) using of actual organizational problems; 2) the possible participating of majority of students in their study, finding out another points of view, comparison of different visions on making decision; 3) minimum degree of dependence taught from each other; 4) students have a right both for correct and incorrect answers, because in spite of possible incompleteness of situations, they are taken from the real life; 5) method of situational analysis passing through all consistently created levels of development of

³Analiz dilovyh situatsij (Analysis of Business Situations), Kyiv : Nika-Tsentr, 2004. 352p.

⁴Ellet, W. : The Case study handbook: How to Read, Discuss, and Write Persuasively About Cases, 2007, Boston : Harvard Business School Press.

⁵Kuvshinova A.S. Prinatiye upravlencheskih reshenij v usloviyah uchebno-issledovatel'skogo situatsionnogo tsentra (Decision Making in Educational-research Situational Center) in Informatsionniye tehnologii v obrazovanii: Mezhdunar.konf. sb. (Proceedings of intern. conf. “Information technologies in Education”). Moscow, 2006.

⁶Tuten, E. A case-study of the perceived decision making practices and patterns of secondary administrators using four scenarios, 2006, Graduate School Theses and Dissertations.

⁷Fedorova J.V. Vozmozhnosti primeneniya metoda kejs-stadi pri podgotovke bakalavrov po napravleniyu “menedzhment” (Possibilities of using Case-Study in studying of Bachelors with Educational field “Management”) in Meditsinskoye obrazovaniye i vuzovskaya nauka (Medical Education and Higher Establishment Science), 2012.

scenario. Thus, the tutor shall only estimate and moderate case study process but there he shall not be the lecturer. He is rather a trainer, useful source of needed information to develop the discussion between students.

Results

In Petro Mohyla State Black Sea University case-study is used in the general course of “Management” for public administrators (Table 1).

Table 1

The development of Decision Making skills in the Petro Mohyla State Black Sea University

Basic Managerial Function	Case-Study Tasks	Skills development
Planning	To describe (imagine) mission and vision of such organization as: shipbuilding plant; hotel in Crimea; football club; cafe for children; building company; private university; bowling; company on making of paper clips.	to make important decisions; to meet deadlines; to invite others to join in decision making
Organizing	To draw the Organization Chart of such companies as: shipbuilding plant; hotel in Crimea; football club; cafe for children; building company; private university; bowling; company on making of paper clips. Why have you chosen definite type of Organization Chart for different organizations?	to get along with fellow workers; to be dedicated to highest quality of work; to change organizational structure in response to market change; to create an organizational environment in which staff work effectively
Motivation	Provide the motivators of such subordinates as: plumbers according to Hierarchy of needs theory; top-managers according to ERG theory; artists according to Two-factor theory; cooks according to Acquired needs theory; workshop workers according to Expectancy theory; IT-specialists according to Reinforcement theory	to be cheerful, positive attitude; willing to use initiative; to motivate and inspire others to high levels of performance
Staffing	Write job descriptions for such job positions as: plumber; top-manager; artist; cook; workshop worker; IT-specialist; librarian.	to be adaptable; to be confident; to share information; to be able to monitor your own and others' emotions and deal with them effectively

Controlling	Define what types of control are used in such organizations as: juice plant; hotel in Crimea; football club; building company; private school; bowling; toys-making company Why do you think so?	to chose optimal type of control for different organizations; to work under pressure; to be conscientious.
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Therefore, we can see that cases are connected both to theoretical information (basic managerial function) and the development of needed managerial skills.

Conclusions

Thus, an educational method known as case-study in development of decision making skills is optimal for in-plant training of public administrators. Cases are connected both to theoretical information and development of decision making skills.

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