



# Christian Management Education

**The case study project**  
Madrid, november 2015



## **In 2014 the UNIAPAC global board meeting at Zurich decided to launch a Global case study project**

- ❑ **CHARTER:** the purpose of the project is to enrich the Global management Education in Business Schools of mainstream universities but also in companies. Main focus is on SMEs, but also larger companies, Catholic hospitals, public etc. for that purpose, UNIAPAC member associations cooperate with Catholic Universities of their country in order to transform authentic experiences of Christian Spiritual Leadership into teaching materials; the UNIAPAC CME projects cooperates with the GJCS platform for distribution
- ❑ **FORMAT:** materials will be produced in English but can be translated in local languages afterwards
- ❑ **REVIEW SYSTEM:** internal refereeing with global academic board, double blind
- ❑ **PROJECT MANAGEMENT:** currently coordinated by Catholic University Eichstaett-Ingolstadt and UNIAPAC Europe



## □ Vocation of the business leader: 6 principles

- **Meeting the Needs of the World through the Creation and Development of Goods and Services:**
  - *Businesses that produce goods, which are truly good and services, which truly serve contribute to the common good.*
  - *Businesses maintain solidarity with the poor by being alert for opportunities to serve deprived and underserved populations and people in need.*
- **Organising Good and Productive Work:**
  - *Businesses make a contribution to the community by fostering the special dignity of human work*
  - *Businesses provide, through subsidiarity, opportunities for employees to exercise appropriate authority as they contribute to the mission of the organisation.*
- **Creating Sustainable Wealth and Distributing it Justly:**
  - *Businesses model stewardship of the resources – whether capital, human, or environmental – they have received.*
  - *Businesses are just in the allocation of resources to all stakeholders: employees, customers, investors, suppliers, and the community.”*



- ❑ **leading questions** are:
  - What ultimately drives someone's behaviour in her/ his role as a Christian business leader?
  - What is the spiritual mission behind her/his entrepreneurial action?
  
- ❑ have to fit into one or more disciplines/subjects (e.g. management, sales, marketing, production planning, controlling, CSR etc.)
  
- ❑ the role of religion and spirituality for the development of management ethos should be a subjacent idea.
  
- ❑ Each case should contain qualified teaching notes in order to ensure its applicability in the context of business courses



**first stage: a preview version of the case of 1-5 pages is to be written.**

The preview entails:

- The name and some background information about the company/ entrepreneur/ business unit the case is about.
- The relevant management areas, which are involved.
- One or more of the six principles to which the case is related.
- The key aspects of what and how it happened.
- Short explanation why the case is especially suitable for the UNIAPAC Case Study Collection

- These general descriptions of the case should be communicated to the project steering committee – just for information purposes. Moreover, the steering committee will provide a collegial feedback to share experiences and discuss improvements.



- ❑ **second stage:** the case study will be drafted and redacted by the academic partner in close consultation with the UNIAPAC member association.
  
- ❑ Each teaching case should have an extension of around 15-20 pages.
  
- ❑ Additionally, each case should contain application-oriented teaching note up to 5 pages, which include
  - discussion questions,
  - background information,
  - recommended readings,
  - further materials.



## □ INTRODUCTION (1-2 p.):

- Presentation of the plot of the case: Who are the relevant persons? What type of company/entrepreneur/business unit is the case about? What is the main issue? Etc. Usually, the introduction concludes with some key questions which will be unfolded, explored, and discussed in the course of the case.

## □ INDUSTRY CONTEXT (1-2 p.):

- Background information about the economic context, in which the case takes place, e.g. market analysis, information about the relevant product/ branch/sector, legal framework, etc.

## □ HISTORY, DATES AND FACTS OF THE COMPANY (2-3 p.):

- Background information about the company/entrepreneur/business unit: historical developments, organizational structure, number of employees, sales and turnovers, customer structure, dates & facts etc. Figures and tables are not necessary but might facilitate the reading process.



- ❑ MAIN PART: CONCEPTUAL TOPICS, INSTRUMENTS, GOALS, ACHIEVEMENTS, CHALLENGES, FAILURES (8-10 p.)
  - The main part of each case study follows its own individual structure and depends on the particular topic or question. Generally, the main part provides the required information to solve the initial questions, connects business actions with the identified Christian principles, highlights logical chains of reasoning, and gives examples. The section of the case study usually comprises several subsections.
- ❑ CONCLUSION (1-2 p.)
  - The conclusion summarizes the main observations and findings of the case study presented above. It outlines the short-term and long-term effects of the activity, discusses the theoretical and practical implications, indicates potential difficulties, e.g. with the application, and concludes with an outlook beyond the scope of the presented case.
- ❑ TEACHING NOTES, BACKGROUND INFORMATION AND RECOMMENDED READ



☐ Thank you for your attention!