

Write a summary of the case.

Learning is far more enjoyable for everyone if he know that what I am going to learned and what method are used by someone due to which he can easily learned and also adopt those method of learning which are necessary for the learning process so therefore two methods are developed here in the case which can help someone with the case.

1. An insight in to the educational challenge presented in the case and how that challenge can be translated in to a case difficulty cube.
2. An overview of three stages learning process that form the core of that case.

Three dimention of the case difficulty.

1. Analytical dimention.

The analytical dimension raises the question. This case my be written with the issue stated, plus the alternatives considered, the descion criteria used and the final descion taken.

A case my be written about exactly the same issue, either with or without some alternative provided but excluding final descion taken. this type of case is the second degree of analytical deficulties.the one most commonly encountered in cases using example of ms.le,above,the case would be presented follows ms le,the finance manager in at excelor inc,was seeking additional fund for an expansion project and wanted to determined whether debt or equity financing would be the best way to secure new capital. the participant task s is now analyze the situation ,generate additional alternative against specific descion criteria, make a decision, and develop an action and implementation plane.

Thus the way the descion which is shaped or framed in the case can show three different degree of analytical difficulty for the participant.

2. Conceptual dimension.

So another dimention which can be discussed in the case who's named as conceptual dimension so this concept is concerned with question so what concept or theory or technique which can easily understand by some very easily and which can also helped

someone at the stage of solving some problem. why because some technique which cannot understand by participant in a good way due to which the participant will face to the different problem at the applying those technique during the problem solving process. the participant can also take and pick up the different concept from different books and also take different conceptual ideas during reading the different article. or they may come after the case, once the necessity for the theoretical perspective is established through the case. at the time of course design the educator make design as how best to integrate a concept or theory in a practical sense using a case. Case often present and illustrate more concept, theories, or technique than most people realize. So we have a three main difficulties in a conceptual dimension is one is that how difficult is the concept or theory in or of itself? Can someone new to this idea understand it from just carefully reading about it in a textbook or in article without further class explanation? if so, this concept is simple and assigned the first degree of difficulty. second, conceptual difficulty relates to the number of concepts to be used simultaneously to address the decisions or issues on which the case is focused. participant in the case study process require time to learn what the relevant conceptual or theoretical constructs are and how they might be applied in the context of each case. Difficult for some may not be equally difficult for others who either adept at grasping a particular concept are or who may have learned it earlier.

The case difficulty cube.

In contrast a 1,1,1 case is relatively simple and straight forward on each dimension. Actually it will try to identify the problem and also can identify a good solution to omit that problem. Understanding the the difficulty cube position of a case allow you to allocate the time appropriately. a 3,1,1, will takes time more as compared to the other two dimension. a 1,3,1 can required a significant concentration on the conceptual dimension and may be thought of means that to take a less time on reading it but think on it broadly. Case 3,3,1 can take extra amount of time on all these three dimension means that it will take more time on all these dimension.

So we have three stages for learning.

1. Individual learning.
2. Small group discussion.

### 3. Large group or class discussion.

All these stages play a big role during the learning process some people can easily learn through individual and some people can learn through small group discussion means that if someone can discuss a topic with other people can easily pick up the ideas from other. but some people can learn when he is in a large group and also take place in large group of people means that when someone can take part in that group where the large number of experts will be present.

All these stages are a vital effective learning and each stage can make the quantity of learning effective. So the diagram will show how each of the stages contribute to the quantity and quality of the learning in a progressive and cumulative fashion. it can help the participant to achieve his goal and learn more in a short time.

So the first stages of learning is individual learning.

So in this stage individual preparation is the first step. it is the basis for all subsequent work and hence, the foundation on which quality and quantity of case learning depend. in individual preparation you take on the role and responsibilities of the decision maker in the case and the task of solving the issue confronting you. good individual preparation demands a high level of self-discipline and hard work. because in individual preparation the participant cannot achieve its goal without self-confidence and without hard work. And the participant will do anything on himself he cannot take the help of others in individual preparation. There has to be a hunger and commitment behind that search for the right analysis, solution, and implementation. because if the participant cannot analyze the basic things then directly all process stages will be disturbed. he is due to which he cannot make the solution for the problem which is confronting by the participant and also the implementation process will be disturbed. a simple way of thinking about it would be to compare it to the real life situation. if I got fired if I made a wrong decision and promoted if I made the right one, how hard would I be working on that decision? if real people in the real life lost sleep about this situation and felt under pressure, it is not appropriate that this tension and stress also be felt by the ones that are supposed to be learning from this real life experience?

Second stage of learning is small group discussion.

Small group discussion can provide the best opportunity for student to speak in front of other or receive feedback from teacher and peer. small group can be effective learning situation in which the student learn from their teacher and interaction with each other. Small group discussion can increase active participation of student. It makes more student friendly than traditional teaching method. small group discussion can also help self directed learning and to exchange ideas. there is no better way to teach other. small group discussion provide each participant with the first test of the individual preparation. if someone teach to someone else what you know about a case so that the other person understand what you are talking about, you also know. small group discussion can only provide the chance for the participant to speak about the case. there will be no chance in large group discussion to every participant and not have a time to speak. knowing that one will not have a chance to talk about the case dull the senses, turn individual preparation in to meaningless chore and the class discussion in to a bore. Small group discussion will give a practice to participant in speaking listening and communication skills. everyone can talk in small group, actor and athletes, practicing is the only ways to achieve high performance levels, its just to recognize ideas as to be the good ideas as to be the originators of good ideas oneself. being able to compare ones ideas against those of others is a basic management skills fostered by case. Many past participant in the process of learning with case remember fondly their small group discussion is a significant a source of learning. Many also develop lifelong relations with their group members. Small group discussion is also a tough. it require constant alertness, a willingness to give and take, an ability to work both for group and oneself and to share a common task quickly and effectively. Small group time should be short and effective. the purpose is not to kill the case. the placing of the small group activity right between individual preparation and class recognized that still more learning will follow.

3rd stage of learning is large group discussion.

The usual purpose of large group discussion is to have students reflect on information presented or examine their personal belief or conclusion about a specific topic or

issue. it is the last step of the learning process apart from letter review class discussion provide the last significant chance to develop a thorough understanding of the case. The learning diagram makes it very clear that it is impossible for any individual or small group preparation to reach the level of understanding achievable at the end of class. the purpose of the class is not only just to reach a thorough understanding of the case and an optimal resolution of the issue or decision. The class discussion also gives class member the opportunity to practice in the large group, to share their individual and small group learning with other and to be evaluated by peers and instructors. there are at least seven reason why someone should prepare to participate in large group.

The first reason due to which the participant prepare itself when he participate in large group.

Learning by doing. Learning by doing is an essential part of learning process .knowing that one may have to participate in the large group discussion sharpens individual preparation,small group discussion and the quality listening in the large group.

The instructor ask from the participant during the participation.

Teaching to others. Every member in the class have the responsibilities to share basic ideas and also help with other friends due to which other class members can learn the basic ideas and knowledge which are share by someone in the class. if someone did no want to share the knowledge with friends means that someone unwilling to share the knowledge and the basic information due which the experience which are gain by someone in the class he did not gain it easily. you will be feed off others but not contribute your share.non participation means that there will be a lack of interest will be arise among the team due to which the learning process will be disturbed.so its means that the class fellow may becomes a fruitful part of other classmates post-graduation network,their opinion of you may have long term consequences.

Practice public speaking. Duty of manager is to present their basic and informative view with their employee and with their public speaking is very essential for the manager.

It is very necessary for every participant to take active part in the group discussion and the process

Get good grades. The grades will depend on the participation. if someone can take active part then he will take a good grades if some one can not take an active part he will take a low grades. Means he fills all the courses.