



## EVALUATION CRITERIA

The case study and teaching note submitted to Gyanodaya will undergo a three-stage review process. In the first stage, initial quality control and formatting will be carried out. The second stage involves evaluation by faculty members, followed by a double-blind review in the third stage.

### Stage 1 Review: Initial Quality Control and Formatting

An initial check on the submitted case studies and teaching notes will be conducted by the staff of the editorial office.

#### Criteria used for evaluation in the First stage:

- 1. Authenticity of the case:** The editorial staff verifies that the submitted case study is based on a real company and addresses a genuine issue/dilemma.
- 2. Formatting:** Ensures that the font used is Times New Roman, 12 pt. The page size is 8.5" x 11", with margins set to 0.5" on the left, top, and right, and 0.75" at the bottom.
- 3. Originality:** Submissions will be checked to ensure they are free from plagiarism and AI-generated content.
- 4. Citation and Referencing:** All sources, including exhibits, must be properly cited, and references must follow the American Psychological Association (APA) style (7th edition).
- 5. Image quality:** Submitted images or figures must be of good quality and resolution.
- 6. Permissions and Consent:** The team will confirm that the necessary permissions for using copyrighted material and consent to use the case study (for primary case studies) are included.

The first stage of the review process will be completed within seven working days of submission, and the author will be notified upon its completion.

If any issues are identified during the initial review, the case study and teaching note will be returned to the author(s) along with feedback highlighting the areas that require revision. The author(s) can address the concerns and resubmit their work for further evaluation.

### Stage 2 Review: Assessment by Faculty Members

Case studies and teaching notes that successfully pass the initial quality control and formatting review will proceed to the second stage of evaluation. The purpose of this stage is to provide the author with quick feedback based on an overall assessment of the case's prospects.

**Process:** In the second stage review, two faculty members conduct a detailed evaluation and rate the case and teaching note against several critical criteria. The assessment is performed using a five-point scale, where 5 represents the highest possible score.

Case studies and teaching notes that receive an adequate rating of 3 or above will automatically advance to the next stage. In such cases, any changes requested by the reviewer can be incorporated after the Stage 3 review process.

#### **Criteria used for evaluation in the Second stage:**

- 1. Relevance of the content:** Reviewers will check whether the content discussed in the case is relevant to undergraduate, postgraduate, and business courses.
- 2. The complexity of the decision-making dilemma discussed:** Assess whether the decision-making dilemma presented in the case is sufficiently complex to allow students to apply relevant theoretical frameworks and concepts.
- 3. Coverage of the case:** Ensure that relevant and sufficient information, including industry, organization, competition, and other critical information necessary to analyse the case, is included.
- 4. Depth of the teaching note:** Verifies that the detailed analysis of the assignment, as well as discussion questions, is included.
- 5. Proposed teaching plan:** Check whether the teaching note contains the timeline of the discussion questions, areas the instructor should emphasize in the class, teaching guidance, and teaching experience.
- 6. Consistency and professionalism in the presentation of the case:** Evaluate whether the presentation motivates students to read and analyse the case.
- 7. Writing style:** Ensure that the **case study is written in the past tense**, as it typically describes events that have already occurred. The **teaching note may be written in either the past or present tense**. In addition, the reviewer will make sure that **neutral language** is used throughout both documents and avoided biased expressions. Moreover, ensure that the author maintains an **active voice** to promote clarity, engagement, and directness in the writing.

Cases and teaching notes that receive an average score below three out of five are considered insufficient and will be returned to the authors with recommendations for revision and resubmission. Detailed feedback will be provided to authors to guide them on areas for improvement.

Once cases are assigned to the faculty reviewers, they are expected to complete the review process within two weeks. The editorial office will follow up with the assigned faculty after one week to ensure timely completion and to facilitate the submission of ratings within the designated two-week period.

### Stage 3 Review: Double-Blind Review

Case studies and teaching notes that have successfully passed the Stage 2 review process will proceed to the third stage of review, where they undergo a double-blind peer review. In this stage, the reviewer will conduct a detailed evaluation of the case study and teaching note.

The reviewers at Gyanodaya evaluate the cases based on the following criteria. Hence, to be successful in the review process and write an extraordinary case, you must ask yourself the following questions while developing your case study and teaching note.

#### Evaluation criteria of the Case study document:

1. **Is the language neutral?** Present facts and perspectives using neutral language to encourage objective analysis and open discussion. Cases should be written in such a way that they play a visual as readers read the case, at least in the introduction and concluding paragraphs of the case.
2. **Does the case have dramatic tension?** Create dramatic tension to keep the case engaging. Suppose readers sense from the opening paragraph that the authors view the company as successful and well-managed, or that the situation was ultimately resolved positively, they are likely to read less attentively and interpret the evidence selectively to align with that conclusion.

Moreover, cases lacking dramatic tension limit valuable potential lines for discussion that instructors might want to explore. When a case suggests one perspective as correct, students often struggle to adopt or argue alternative viewpoints.

Therefore, while cases should briefly introduce the situation faced by the decision maker(s), they must present information without summarizing the problem or its context in a way that influences the reader's perspective. For example, minimize the use of definite terms like 'knew' and 'succeeded'. Similarly, the focal product, service, individual, group, or organization should not be depicted in an overly positive or negative light to avoid positivity and negativity bias.

3. **Is the case sufficiently ambiguous, at the same time, not opaque?** Cases should present information to infer both the situation and its underlying causes by piecing together disparate or even contradictory details from the main body of the case and its exhibits. They should also offer distinct perspectives that reflect the complexity inherent in most managerial situations. By presenting such diverse viewpoints, effective cases create and sustain a sense of dramatic tension, helping students analyse and engage with the material.
4. **Is the case sufficiently complex:** Ideally, the details in a case are ambiguous and nuanced enough to require the reader to analyse carefully what is happening in the case,

but not to the point that they become overwhelmed with so much data that they cannot determine what is relevant, or worse yet, lose interest and stop reading.

5. **Is the case action-oriented?** Cases should be designed to help students learn how to make decisions under uncertainty, with incomplete information, and in situations where no single best solution exists. A good case challenges students to propose specific recommendations and thoughtfully address opposing viewpoints. In some instances, students may also be required to identify which decisions are most critical and develop criteria to evaluate alternative options. Furthermore, effective cases often conceal deeper, subtler concerns beneath seemingly obvious issues and solutions, rewarding students who engage with sustained attention and thorough preparation.
6. **Is the information deliberate?** In deciding what information to include in a case, authors should be guided by a single, essential question: *Does the reader need to know this?* If the answer is *yes*, they should then consider: *Has the case provided sufficient context to explain why the reader should care about this information? How critical is this detail to understanding the case? And how likely is it that this detail will emerge in class discussion?*

On the other hand, authors should also ask themselves whether the case is missing any crucial details that would significantly enrich class discussion. If such details are omitted, authors should be prepared to justify these omissions and provide explanatory context for their decisions in the teaching note.

7. **Is the writing concise and clear?** Cases should focus on minimizing irrelevant information related to the case discussion and intended learning objectives. While including “red herrings” that momentarily divert students' attention can sometimes be appropriate, authors must justify their purpose and relevance within the case context.

The language of a case should be clear and free of idioms. Cases that force students to spend excessive time deciphering the basic meaning of the content risk losing their attention and, as a result, are unlikely to succeed in the classroom or the wider case market.

#### **Evaluation criteria of the Teaching Note:**

1. **Set context:** Specify learning objectives, appropriate audiences, and potential courses in which related case(s) can be used.
2. **A full discussion plan is necessary:** A suggested discussion plan should be included, along with the expected time needed to cover the identified topics and themes. This plan should span at least 60 minutes and guide the instructors on how to teach the case for the entire class period. While teaching notes may recommend opportunities for role plays and breakout discussions where suitable, activities such as student presentations or small group discussions should not constitute the core of the classroom experience,

as these approaches may not be appropriate for all audiences. If the case author finds these methods valuable, they may be outlined separately in an appendix to the teaching note.

- 3. Provide detailed guidance:** A TN should provide more than a basic outline of bulleted answers with minimal explanation. It should replicate the classroom experience of the author while teaching a case by indicating how the discussion might unfold, how students are likely to respond, common areas of confusion, and potential follow-up questions that could emerge. The teaching note should also provide suggested responses to the questions it raises or offer guidance on how to effectively facilitate discussion for these questions.
- 4. Demonstrate how to integrate concepts:** When a teaching note includes conceptual material, its connection to the classroom discussion should be established. The note should avoid presenting extended theoretical content without offering guidance on how to integrate it meaningfully into the discussion flow.
- 5. Are tested and revised:** TNs should be finalized only after a case is tested in class at least two or three times. The experience of teaching a case allows the case authors to make necessary changes in the case, TN, and other supplementary materials as required. Faculty other than the author teaching the case and providing feedback to the author regarding their experience is also ideal.

Authors may be asked to revise and resubmit their case studies and teaching notes based on the detailed feedback from the reviewer. The reviewer feedback will be provided to the author for improving the content, structure, and teaching notes. The revise-and-resubmit process may be repeated as necessary until the case meets the required standards of quality, pedagogical value, and relevance.

Once cases are assigned to the reviewer for the double-blind peer review process, he/she expected to complete the review process within three weeks. The editorial office will follow up with the assigned faculty every week to ensure the timely completion of the review process.

The case study and teaching note are accepted for publication once they meet the required criteria. Authors are notified of acceptance within one month of the final submission. Submissions that do not meet the expected quality, even after revisions, may be rejected. Gyanodaya publishes only high-quality, impactful, and pedagogically sound case studies and teaching notes.

#### References:

1. Austin, J., Heskett, J., & Bartlett, C. (2015, April). *Key elements for excellence in classroom cases and teaching notes* (Harvard Business School Background Note 915-417). Harvard Business School.

2. Roberts, M. J. (2012, March). *Developing a teaching case (abridged)* (Harvard Business School Background Note 901-055). Harvard Business School.
3. L. Swedberg, personal communication, January 6, 2025.