

## Virtual Case Proposal Sample

Overview: The outline below includes the proposed content as well as the delivery plan for Team 409 (dba Miracle Consulting). This submission includes both a detailed outline in terms of content for the virtual professors to assess, as well as a project plan of executing our project in terms of the video. We have identified recommendations regarding both areas in the case. In addition, we seek to provide a detailed plan regarding the presentation itself. Our presentation will be a “news story” which is meant to provide information as well as to entertain the client.

- I. Teaching virtual skills in the class
  - A. Overview of the most important virtual skills
    1. Virtual skills have become increasingly important
    2. COVID-19 has accelerated a trend that existed before 2019
    3. Specific skills have been identified by numerous researchers and organizations
      - i. Teamwork in online setting has been emphasized by Smith and others (e.g., Smith, 2014)
      - ii. Communication skills have been identified by Jones and numerous other researchers and organizations (e.g., Jones, 2019, Deloitte, 2021, Green, 2020).
      - iii. Decision-making has been consistently identified as playing an important role in virtual settings (e.g., Bartholomew, 2015).
      - iv. Leadership in virtual settings has a long history of playing an important role, and this role only seems to have increased in recent years (cf. Bommer, 2021).
  - B. Who is doing innovative stuff?
    1. Companies
      - i. Microsoft uses teams meetings to build their own proprietary system that allows all employees to get real time feedback from all of their peers across multiple projects ([www.microsoft.com](http://www.microsoft.com), Dewey, Cheetham, & Howe, 2017).
      - ii. PeopleSoft solicits input from more than just traditional peers. They go to admin staff, and other support staff to get data from people beyond just the most common ones (e.g., McHenry, 2018).
      - iii. Pizza Hut uses a simple app system for their drivers that gives instant feedback from customers and store members (Amin, Mussolini, & Trump, 2019).
    2. Universities
      - i. University of Central Oklahoma (uses a virtual reality approach to conduct simulations).
      - ii. University of Cincinnati (uses Canvas to pull together a large library of virtual skill materials including articles, videos, and websites)
      - iii. University of Southern California (has a specific class dedicated to interpersonal skills in virtual settings that is taught by the communications department)
  - C. Examples of specific virtual skill sessions using different formats
    1. 30-minute standalone skill session presentations
    2. Self-directed training modules

3. Experiential learning sessions using role plays
  4. Individual simulations
  - D. What would have to be modified to fit the situation in MGT 110
    1. Cost is a significant issue for college students
    2. College does not budget extra money for individual classes
    3. Any approach needs to be scalable for relatively large numbers of students (at least 30 at a time)
    4. Technical abilities or students range widely
  - E. Practical concerns
    1. Expenses
    2. Compatibility with current technology platforms available to students
  - F. Final recommendations
    1. Series of standalone skill activities integrated into each lab class.
      - i. 15-minute, skill-building activities that are completed on a self-paced schedule
      - ii. All activities should tie back to practice and feedback.
      - iii. Results are shared with team members and critiqued as part of the process. Intention is to improve feedback skills of the students as well, especially via virtual means
- II. Improving the peer evaluation system
- A. Summary of the current peer system
    1. Qualtrics based
    2. Numeric in nature with comments option
    3. Run by virtual instructors
  - B. Background to the logic of peer evaluation systems
    1. Meant to reward strong performers
    2. Intended to encourage engagement and to discourage slackers
    3. Technical requirements need to be simple and not too labor intensive to administer
  - C. The requirements for a peer evaluation system for MGT 110
    1. Easy to administer
    2. Inexpensive
    3. Easy to administer
    4. Encourage engagement and discourage slacking
  - D. Examples of peer evaluation systems
    1. Microsoft uses a peer evaluation system relying on extensive qualitative feedback, relying primarily on comments (Stevens, 2020).
    2. Arizona State in their introduction to management class build a web-based system that combines qualitative and quantitative comments and is completed every week by students ([www.asu.edu/intromgt/](http://www.asu.edu/intromgt/)) .
    3. The Kentucky State Hospital system uses peer feedback on a regular basis and requires all team members to submit numerical scores on 10-different dimensions of team behavior as well as open-ended comments ([www.Kentuckyhospital.com](http://www.Kentuckyhospital.com); Green & Mean, 2105).
  - E. Potential options
    1. Quantitative only
    2. Qualitative only

3. Blend of quantitative ratings and qualitative comments
  4. Feedback can vary from very lean (quantitative only) to a detailed report
- F. Final recommendation for a peer evaluation system in MGT 110
1. Construct a web-based system that relies expensively on automation.
  2. Web-based system should be developed in conjunction with the MIS Department and faculty. Students can be used for practical, hands-on experience
  3. Cost will under \$3,000.
  4. Students will be able to login and see ongoing feedback from a simple feedback dashboard.
- III. Design of the presentation
- A. Set up as a news report (please come up with your own idea – do not rip this off as it is a sign of incredible laziness – but make it STICKY!).
    1. Sam will be the anchor and each team member will be a “reporter in the field”
    2. Use consistent theme and backgrounds but make them funny. Have reporters in Russia, China, the Moon, Hell, etc.
  - B. Initial video will be made simultaneously to turning in proposal.
  - C. Feedback from proposal will be used along with ongoing edits to the initial video.
  - D. Final video edited together 3 days before due date
  - E. Final video converted to YouTube format 2 days before due date
  - F. All members view the final video and approve the final product
  - G. Team posts video after all group members have approved of the final project

#### References:

- Bartholomew, Y.E. (2015). When are you going to make up your mind? *Journal of Decision Theory and Practice*, 72, 23-45.
- Green, M.J. (2020). What you looking at, huh, huh?: An examination of the meta-effects of staring during intense conversations. *Journal of Interpersonal Micro Aggressions*, 15, 56-72.
- Jones, E. (2019). Communication skills are the key. *Journal of Obvious Facts*, 12, 5, 42-61.

.....etc. where your team provides a good blend of academic (think refereed journals through Google Scholar, ABI Inform, etc.) and practitioner sources (like *Wall Street Journal*, *Fortune*, etc.).