Teaching Teamwork and Leadership Skills Using Chick-fil-A Case Study
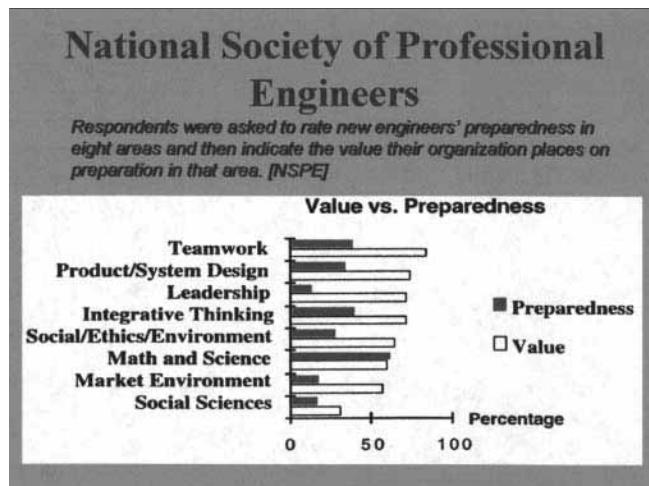
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I attended the Auburn University workshop entitled: Bringing Theory and Practice Together in Engineering Classrooms, March 21-23, 2002.

Each participant was asked to choose a case study from those provided and a course in which we would apply the case study. We then presented to the group our reasons for choosing the case study, the course, and the method in which we would use the case study in that course.

The following slide was presented at the beginning of the Auburn workshop. This slide reflects data that targeted engineering curriculum.
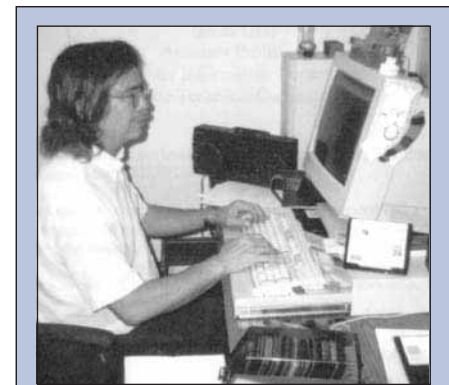
and leadership.

I will apply this case study in my Systems Development and Design course. This is a second year course that usually has an enrollment of 18 - 20 students. Students learn the five phases of the Systems Development Life Cycle (SDLC):

1. Phase 01 - Systems Planning
2. Phase 02 - Systems Analyst
3. Phase 03 - Systems Design
4. Phase 04 - Systems Implementation
5. Phase 05 - Systems Operation/Support

Students are **divided into teams,** assigned a project, and work through the

dents use the **Chick-fil-A** case study to complete additional assignments. The final team activity is to present the team's solution to the **Chick-fil-A** problem. A faculty panel will act as management and observe the presentation, ask questions, and rate the team's abilities. Students will have to draw upon skills they have learned in writing and speaking classes. The presentation will also demonstrate how well the team has learned to work together.

The **Chick-fil-A** case study will fit in this course perfectly and be a valuable teaching tool.

Based on information from the above slide, another case study workshop, and advice from our Computer Science Advisory Committee members, I think industry does not feel that colleges and universities prepare students with teamwork and leadership skills. I, therefore, decided to use my case study as a tool to **teach teamwork and leadership skills.**

I teach computer science courses. The case studies presented at Auburn focused on engineering courses. This does not stop an instructor from applying a case study in a non-engineering course. I chose the **Chick-fil-A** case study because I wanted to address a computer problem and **provide an environment to teach teamwork**

first three phases of the SDLC.

Initially, the class will study the tools needed to proceed with Systems Planning. At the same time, the class will be presented with team building exercises. There will be a discussion about team leadership, assigning tasks, working together, and team dynamics.

After completion of the classroom instructions, the students will be divided into **teams** and the **Chick-fil-A** case study will be introduced. The students should have the necessary tools to work with the case study and complete Phase 01 - Systems Planning.

Classroom instruction will continue for the other phases of the SDLC. Stu-

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