

Western Casewriters Association

PROCEEDINGS
of the
WESTERN CASEWRITERS ASSOCIATION
2011 CONFERENCE

Fairmont Empress Hotel
Victoria, British Columbia, Canada
March 24, 2011

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2011 CONFERENCE

Edited by S. McGuire
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WESTERN CASEWRITERS ASSOCIATION

The Western Casewriters Association (WCA) Conference is held annually in conjunction with the Western Academy of Management (WAM) Meeting. The WCA Conference is a unique opportunity to engage with other casewriters in a small group format to exchange feedback and polish your case, learn about using cases in the classroom, get a peer-reviewed conference on your vita, and learn from the presentations by seasoned case researchers and case educators.

The WCA Conference is an excellent professional development opportunity because it is a "developmental" meeting designed to provide feedback from experienced case researchers in order to move the projects toward eventual publication in a top-level journal such as the *Case Research Journal*. The format is round-table discussion. You will be grouped with three or four other people who have written cases and will spend time with an experienced facilitator providing feedback on each others' cases. The feedback, although rigorous, is friendly. In addition, the conference will help you to learn more about case research and how to teach with cases.

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HISTORY OF THE WESTERN CASEWRITERS ASSOCIATION

We're now 22. Let's celebrate!

The Western Casewriters Association was started by Dick Eisenbeis in 1989 at the Western Academy of Management. It has convened an annual case-writing conference in the round-table format since then to help train, develop and support case researchers.

Jyoti Bachani has been documenting the history of the Association. Please contribute to Jyoti's investigation with any information you may have about our history by sending an e-mail to bachani.jyoti@gmail.com. (This e-mail address is protected from spambots.)

The past presidents of the organization include:

Anne Lawrence

Joan Winn

Teri Tompkins

James Spee

Jeff Shay

Joshua Mindel

Bruce Robertson

V. Seshan

Jyoti Bachani

George Whaley

Steve McGuire

WELCOME TO THE WCA CONFERENCE

Welcome to Victoria and to the 2011 Western Casewriters Association Conference. The Conference has been organized to provide you with specific feedback on your case and instructor's manual so that you can move forward with your study toward publication in peer reviewed journals. All submissions to the conference were double blind peer reviewed by at least two reviewers, and all case researchers should leave at the conference with ideas for improving their cases. Our goal at the conference is to provide authors with specific feedback and helpful suggestions.

The WCA intends to foster a supportive and mentoring conference environment. Some WCA case researchers are highly experienced with multiple published cases, while others are new to the "art and craft" of case writing.

Case studies are both publishable research papers and tools to facilitate learning in the classroom. In addition to the case discussions, this year several speakers will share their expertise with WCA participants. V. Seshan and Issam Ghazzawi will discuss the use of cases in undergraduate and graduate courses, and describe several alternative methods for teaching with cases. Last year's winner of the "Best Case Award," Leslie Goldgehn, will describe her experience with writing and publishing her case. From the first draft, to presenting it at two conferences, using drafts of it in class, and many iterations later ... it is now published in the *Case Research Journal*. Steve McGuire will describe his recent experience with publishing in *The CASE Journal*, and I will outline the process my colleagues and I used in having two cases published in the *Business Case Journal* and the *Journal of Critical Incidents*. Armand Gilinsky will close our conference with updates and developments from NACRA, as well as present the awards for Best Case and Best Mentored Case.

Welcome to the Conference. We hope that you find the experience rewarding.

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WCA REVIEWERS

Western Casewriters Association 2011 Conference

All submissions to the Western Casewriters Association Conference were blind peer reviewed by at least two reviewers. WCA would like to thank the following reviewers for their contributions to the success of this conference:

Eugene Allevato, Woodbury University
Jyoti Bachani, St. Mary's University
Katherine Campbell, University of North Dakota
Mark Clark, American University
Steve Dennis, University of North Dakota
Sherry Finney, Cape Breton University
Clare Francis, University of North Dakota
Issam Ghazzawi, University of La Verne
Linda Gibson, Pacific Lutheran University
Armand Gilinsky, Sonoma State University
Paul Godfrey, Brigham Young University
Burcu Guneri, Izmir University of Economics
Sean Hennessey, University of Prince Edward Island
Dan Holland, Utah State University
David Hollingworth, University of North Dakota
Anne Lawrence, San Jose State University
Tracie Lee, University of Idaho
Doug Lyon, Fort Lewis College
Teresa Martinelli-Lee, University of La Verne
Steve McGuire, California State University, Los Angeles
Moshen Modarres, Humboldt State University
Marie Palladini, Cal State University Dominguez Hills
Sebnem Penbek, Izmir University of Economics
Andreas Pinterits, University of North Dakota
Keith Sakuda, University of Hawaii
Patrick Schultz, University of North Dakota
V. Seshan, Pepperdine University
Jeff Shay, Washington and Lee University
Suneel Udpa, St. Mary's University
Sean Valentine, University of North Dakota
Deborah Walker, Fort Lewis College
Joan Winn, University of Denver

WCA AWARDS

WCA reviewers nominated cases for selection of the best papers. The two awards to be presented at the conference are for **“BEST CASE,”** for which all submissions are considered, and **“BEST MENTORED CASE,”** for the best case by a student author(s) and faculty mentor(s).

The WCA Awards Committee in 2011 included four seasoned case researchers, **Armand Gilinsky, Anne Lawrence, Steve McGuire** and **Joan Winn**. WCA thanks the Awards Committee members for their contribution. Award winners will be recognized at the close of the Conference.

On the following page are the case synopses of last year’s award winning cases.

“BEST CASE,” Western Academy of Casewriters 2010 Conference

IPHONE APPS: BUSINESS OR TIME CONSUMING HOBBY?

Leslie Ann Goldgehn & Suzanne Yonkers, University of San Francisco

David and Ian were two young entrepreneurs from Marin County, California. David and Ian started Pandav with the desire to become known for creating socially conscious well-designed iPhone software featuring a great user experience. In the spring of 2008, Apple Inc. opened up the opportunity for third party vendors to develop and market iPhone applications through the iPhone “App Store.” As of April 2009, there were over 35,000 applications officially available for the iPhone and iPod Touch and over 1 billion downloads of Apple Apps.

David and Ian created iBart, which offered instant access to all of the San Francisco Bay Area Rapid Transit (BART) information. Its features included allowing the commuter to find the closest BART station, access train departure and arrival information and plot a trip. Since its launch, iBart had been downloaded 89,387 times by unique users. Last year, they launched a successful iPhone program and achieved a large customer base. They were at a critical juncture with their start-up. They couldn’t continue investing their time and money into an enterprise that was not going to yield any financial return. How could they monetize their application in the future? Could they come to an agreement about the vision for their company? What specific growth strategies should they pursue for iBart and Pandav?

“BEST MENTORED CASE,” Western Academy of Casewriters 2010 Conference

420 MEDICARD: MEDICAL MARIJUANA RECOMMENDATION CENTER

Faye Chacon, Annora Halim, Sissie McElvaine, Hector Nava & Hector Ramirez (student authors);
Stephen McGuire (faculty supervisor), California State University, Los Angeles

Marijuana, a shredded form of the plant Cannabis Sativa, was a federally illicit drug except when allowed by a state for medicinal purposes. In California, the state laws enabling medical marijuana included Senate Bill 420 and Prop 215. Medical marijuana could be acquired from dispensaries as long as a patient had a medical marijuana identification card that was attained via recommendation from a physician. The case is about 420 MediCard, a medical marijuana recommendation center, and the legal, business, and ethical dilemmas that the 420 MediCard physicians faced in their business. Qualifying illnesses for recommendations, such as anxiety or pain, were so broad that they potentially encompassed the entire population. Since marijuana was illegal, there was little room for business growth, but this was a profitable business. Possible modifications to prevent system abuse included tightening regulations, obtaining patients’ comprehensive medical history, and networking patient data. Other than overcoming ethical and legal obstacles; 420 MediCard considered how it could gain a competitive edge by promoting differentiation by “going green,” joining advocacy organizations, and enhancing customer service by initiating options such as 24/7 verification service.

CONFERENCE SPEAKERS

Western Casewriters Association 2011 Conference

We are honored to present our six conference speakers this year.

V. Seshan has been Professor of Management at **Pepperdine University** since 1986, teaching the capstone class in Business Policy, Strategy and Ethics. He is the Coordinator of International Management Studies at Seaver College in Malibu, California. He teaches the International Studies Senior Seminar class, another capstone course. Seshan brings a vast array of hands-on technological and management expertise as a senior executive for some of America's leading Fortune 500 corporations-- IBM, DuPont, Olin, and ARCO -- where he performed strategic planning, strategic profit centers management, R&D, marketing, manufacturing and corporate finance. He is the inaugural winner of the Harriet & Charles Luckman Distinguished Teaching Fellowship for teaching excellence. After serving as Vice-President & Program Chair, Dr. Seshan is past-President and current Treasurer of the Western Casewriters Association. Recently, Dr. Seshan was elected Treasurer of the Academy of Management's MED Division and to the Board of the International Academy of Management and Business (IAMB).

Issam A. Ghazzawi is Associate Professor of Management at the College of Business and Public Management at the **University of La Verne**. Professor Ghazzawi offers courses in organizational design, organizational theory, organizational behavior, and management. His research focuses on job satisfaction, goal settings, organizational effectiveness, and organizational commitment. Professor Ghazzawi has published articles in various journals including the *Business Review, Cambridge* (BRC); the *Journal of American Academy of Business, Cambridge* (JAABC); and *The Journal of the Academy of Business Administration* (ABA). His most recent paper titled "The Next Generation of Entrepreneurs: A Reflection of a College Outreach Business Program for High School Students" is forthcoming in the *Journal of Entrepreneurship Education* (JEE). Additionally, his most recent teaching case study titled "Mount Cedar Technologies, Inc.: A Case Study in Designing a High Performance Organization" was published in the *Journal of the International Academy for Case Studies* (JIAC)

Leslie Goldgehn is Professor of Marketing at the **University of San Francisco**. She teaches marketing and leadership in their MBA and Executive MBA programs. She spent six months in Prague as a Fulbright scholar, teaching, consulting, and researching the status of nonprofits as the Czech Republic transitioned to a free market economy. She has published extensively. She is especially proud of her upcoming case in the *Case Research Journal* titled, "iPhone Applications: Business or Time Consuming Hobby?"

Steve McGuire is Professor of Management and Director, Entrepreneurship Institute at **California State University, Los Angeles**. He taught in the business schools at Georgetown University, The George Washington University, Moscow University Touro, American University in Bulgaria, and the Catholic University of Portugal. Steve is a former HayGroup partner, where he worked as a Country C.E.O, International Business Director, and a management consultant in 23 countries. In the past 5 years, more than 75 of Steve's students have authored or co-authored with faculty cases that were published in journals, conference proceedings, or textbooks.

Duane Helleloid is Chair of the Management Department at the **University of North Dakota**. He teaches primarily strategic management, but has also taught leadership, ethics, international business, technology management, principles of management, and other courses. Prior to joining UND, he served on the faculty at the University of Maryland, Towson University, the University of Connecticut, the Norwegian School of Management, and the Stockholm School of Economics. He has also taught courses at the University of Shanghai for Science and Technology, Rigas Ekonomikas Augstskola (Latvia), and the Norwegian School of Economics and Business Administration. His cases have been published in the *Case Research Journal*, the *Business Case Journal*, the *Journal of Critical Incidents*, the *Journal of the International Academy of Case Studies*, the *Journal of Business Case Studies*, and by Harvard Business School Publishing.

Armand Gilinsky, Jr. is Professor of Business at **Sonoma State University**, where has taught Strategy and Entrepreneurship since 1998. In recent years he has served as Director of SSU's Entrepreneurship Center, Wine Business Program, and Small Business Institute. He previously held teaching appointments at the Harvard Business School, CSU East Bay, and Northeastern University. He has recently lectured on wine business strategy and entrepreneurship to doctoral students and faculty at the University of Florence and the University of Macerata in Italy. Dr. Gilinsky has had extensive consulting experience in his areas of specialty, which include strategic planning, competitive strategy, and venture planning. He has authored over 30 business case studies and several articles on entrepreneurial strategy and socially responsible entrepreneurship. He holds the Ph.D. in Business Policy from Henley Management College/Brunel University (London).

OPPORTUNITIES FOR ASSUMING A LEADERSHIP ROLE

Western Casewriters Association

For those participants at the Conference who wish to become more involved, WCA has leadership positions available. Look in the Conference Proceedings for the names of our officers and inform one of them of your interest.

In addition, we encourage WCA participants to become active in one of our international and regional affiliates and associate organizations. These include the North American Case Research Association (NACRA), the Eastern Case Association (Eastern Casewriters), the Southeastern Casewriters, and the Southwestern Casewriters. Participation in any or all of these groups is encouraged, and will assist participants in accomplishing many of the same goals they had in joining WCA.

Notes

Western Casewriters Association

PROGRAM

Western Casewriters Association 2011 Conference

Wednesday, March 23, 2011 [WAM Event]	
4:00 - 9:00	WAM Doctoral/Junior Faculty Consortium
Thursday, March 24, 2011 [WCA Conference]	
7:00 - 8:00	WAM / WCA Breakfast – Kiplings Room
8:00 - 9:15	Introductions (Duane Helleloid, Program Chair) – Balmoral Room. “Case Research Panel Discussion with Examples” by V. Seshan (Pepperdine University) and Issam Ghazzawi (University of La Verne)
9:15 - 10:00	Roundtable Discussions of Cases – Balmoral, Kensington, and St. James Rooms
10:00 - 10:15	Break – Palm Court
10:30 - 12:00	Roundtable Discussions of Cases – Balmoral, Kensington, and St. James Rooms
12:00 - 1:30	WCA / WAM Lunch – Kiplings Room
1:30 - 2:00	Western Casewriters Association Business Meeting – Balmoral Room (All WCA Participants invited to attend)
2:00 – 2:30	Roundtable Discussions of Cases – Balmoral, Kensington, and St. James Rooms
2:30 - 2:45	Break – Palm Court
2:45 – 3:30	Roundtable Discussions of Cases – Balmoral, Kensington, and St. James Rooms
3:30 - 4:15	“Reflections on the Publication Process” by Leslie Goldgehn (University of San Francisco), Steve McGuire (Cal State University, Los Angeles), and Duane Helleloid (University of North Dakota) – Balmoral Room
4:15 – 4:45	“Update From NACRA” by Armand Gilinsky (Sonoma State University) – Balmoral Room Awards for “BEST CASE” and “BEST MENTORED CASE”
5:00 onward	WAM Opening Session, followed by Reception

WCA TABLE LEADERS

Western Casewriters Association 2011 Conference

Discussions of cases at the WCA Conference are organized by tables, and cases are organized based on the common themes they present.

Table 1	Issues in Health Care Management	Jyoti Bachani
Table 2	Challenges in Human Resource Management	Steve McGuire
Table 3	Growing a Small Business	V. Seshan
Table 4	Social Responsibility in Action	Issam Ghawazzi
Table 5	Dealing with Unexpected Challenges	Duane Helleloid

WCA thanks the Table Leaders for their contributions.

TABLE ASSIGNMENTS

Western Casewriters Association 2011 Conference

Table 1: Issues in Health Care Management – Table Leader: Jyoti Bachani

Hospice Care in India (Shyam Kamath & **Jyoti Bachani**)

Smyrna University Hospital Department of Internal Diseases (Sebnem Penbek & **Gulem Atabay**)

Institute for One World Health (**Teresa Martinelli-Lee**, Diane Monjay, **Issam Ghazzawi** & Jeanny Liu)

Table 2: Challenges in Human Resource Management – Table Leader: Steve McGuire

Magnet Status at Huntington Hospital (**Yusra Abdulkadir Adem** & **Ludwig Slusky**)

Performance Assessment at Booz Allen (Shannon Ballard, Julia Lipton, Peter Tubertini & **Mark Clark**)

Can Konak Branch Sustain its Performance? (**Burcu Guneri Cangarli** & Feride Deniz Zaptcioglu Salcan)

United States Treasury: Recruiting (Peter Khanahmadi & **Mark Clark**)

Gateways Hospital and Mental Health Center (Eunice Akinrele, Natalie Asatrian, Sevak Hakopyan, Fay Ho, Paul Kangethe & **Steve McGuire**)

Table 3: Growing a Small Business – Table Leader: V. Seshan

Dog Eat Dog World (David Herrmann & **Dan Holland**)

Global Logistics Connections (**Lex Sanderson**)

Buster's Ice Cream (**Tony La**, Vivian Lau, Hendry Ansorie & Anchalee Tontan)

Neighborhood Grinds (**Jay O'Balles**, Tram Le, Christian Que, Sherry Mattson, Rahul Gupta & Ellen Drost)

Marcato Digital Solutions (Kyle Gillis, **Sherry Finney** & Patricia Morrison)

Table 4: Social Responsibility in Action – Table Leader: Issam Ghazzawi

Gold Mining Reform (**Linda Gibson**, Bruce Finnie & David McNabb)

Towards a Water Eco-Strategy (Eugene Allevato & **Ashley Burrowes**)

Twin Peaks Development (**Deborah Walker** & Doug Lyon)

Campbell Soup Company – (**Issam Ghazzawi** & **Marie Palladini**)

Table 5: Dealing with Unexpected Challenges – Table Leader: Duane Helleloid

Bechtel National, Inc. and Al Basrah Children's Hospital (**Tracie Lee**)

Homeboy Industries (Edgar Sanchez, Tina Singh, **Hui Tang**, Soon Young Park & Junqi Si)

Hammerhead Spearguns (**Keith Sakuda**)

HOW TO GET THE MOST OUT OF THE ROUNDTABLE CASE DISCUSSION SESSIONS

WCA's annual Conference is a developmental workshop. Each person contributes to each case discussion and in turn receives feedback from each other person at the roundtable. Participants' preparation prior to the Conference and active participation at the Conference are crucial to the usefulness of the roundtable discussions and the value added that the Conference can deliver. Conference participants typically report that they were delighted with the helpful, constructive feedback they received.

PURPOSE OF WCA CASE ROUNDTABLE DISCUSSIONS

Our purpose is to assist all case researchers to improve their cases for use in classes, for adoption by others, and for publication. Rarely is a case presented that is ready for journal publishing; yet even such a case can be improved. Case authors may feel overwhelmed by all the suggestions. The process is not negative; rather, we work with you for improvement, just as we expect that you will help others to improve their cases. Therefore, all participants must thoroughly prepare all cases and instructor's manuals (IMs). The discussion process is rigorous yet done in a supportive manner. You should expect that the first case discussed, long or short, will take more time than those that follow. Some issues will occur in several cases; discussion thereof need not be repeated after the first time they arise.

HOW TO PREPARE YOUR CASE CRITIQUES

We focus on major as well as subtle ways to improve cases, not on proofreading details of grammar, spelling, etc. To give helpful feedback, you may (1) mark up the cases and IM, and give them to the author after discussion; or (2) prepare a summary of your comments and helpful suggestions prior to the Conference, and hand your written comments to the author. Important questions include:

- Is the case interesting? To students?
- Does it address an important issue in the specified course(s)?
- Can teaching objectives be achieved with the case? Does the IM address these?
- Can the IM analysis be derived from the case (and other course material)?
- Are there enough data? Should more be added? Should some be deleted?
- Is the analysis tied to theory?
- Is the case presentation unbiased, or is the author's opinion evident?

DUTIES OF PARTICIPANTS IN THE CASE ROUNDTABLES

Table Leaders: Brief the participants about what will happen. Determine the case sequence. Be sure there is a recorder for each case. Guide the discussion. Keep the focus on important issues, not on proofreading. Discourage repetitious comments.

Recorders: Record the substance of comments. One extra copy of each case and IM will be available if you wish. Give your notes to the case author(s).

Case Authors: Prepare some opening remarks that explain why you wrote the case, how you have used it in class, and any issues you are particularly looking for suggestions as to how to improve. Listen to the comments and ask questions.

Discussants: [Other authors and participants] Prepare cases thoroughly and participate actively.

There may be participants in your session who are not presenting a case. They are there to observe, to learn, and to participate. Welcome them. Most participants find that these sessions are more enjoyable and collegial than any other type of academic conference they attend. We hope that you will agree, and we have planned the WCA Conference to provide interesting, enjoyable, and instructive activities.

AFTER THE WCA CONFERENCE

Revise your case and IM to improve them. Carefully consider all session comments; some changes may not be appropriate or feasible; you must decide what to change and what not to change. Some suggested data may not be available. However, you are likely to see the more cogent changes you don't make in reviews of your case when you submit it to a journal. Can you defend your choices when you respond to a reviewer? Test-teach the revised case and update your IM based on that teaching experience. Get a colleague to observe your teaching or to teach the case, if possible; he or she will find things you missed or that you know but didn't include. (The author always knows details not included in the case.)

Submit your revised Case and IM to the *Case Research Journal* or to another journal. Most journal submissions will require at least one revision before acceptance. Failure to revise and resubmit represents the largest reason that submissions to the *Case Research Journal* are not published. If one journal rejects your case, it may be an appropriate fit with another journal. WCA members may have suggestions about which journal would be a good outlet for your case. Once your case is accepted by a journal, or finally rejected, it is then appropriate to submit it to book authors for adoption. Earlier acceptance by book authors disqualifies your case for most journals. Book acceptances often carry merit, depending on your school, but rarely have as much academic credit as acceptance by a peer-reviewed journal.

"How to Get the Most out of the Case Discussion Sessions" was prepared by NACRA authors Timothy W. Edlund and Linda E. Swayne and adapted by Jeff Shay and Stephen McGuire for WCA's purposes. WCA thanks NACRA for use of the document.

PUBLISHING YOUR CASE RESEARCH

Western Casewriters Association

As it's been said many times before in slightly different ways, *the best case study is a published case study*. Publishing your case in a peer-reviewed journal not only meets the standard of quality expected of all research, but also allows your work to be used by others. That's what you want and that's what WCA wants for you.

For publication outlets for your case research, have a look at the calls for cases on the following pages. For an extensive list of publication opportunities, visit the **WCA Wiki on Case Publishing** at <http://casepublishing.wetpaint.com/> or through the link on our website, www.westerncasewriters.org

This year at the WCA Conference, you will participate in our discussion of a new journal for your case research that will be launched by the Western Casewriters Association. ***We hope that you will consider submitting your case to our new journal!***

CALL FOR CASES

Western Casewriters Association Journal of Case Research

WCA is delighted to announce the upcoming launch of *Western Casewriters Association Journal of Case Research*, with the first issue planned for publication in fall 2011-winter 2012. Details of the new double-blind, peer reviewed, online journal will be discussed by the membership at this year's conference.

WCA seeks high quality case studies accompanied by instructor's manuals (IMs) that apply theory to the issues presented in the case. Submissions should follow the submission guidelines for the WCA Conference, posted at www.westerncasewriters.org.

Case reviewers should contact the WCA editorial staff below. Submissions (cases and IMs) may be sent after April 1, 2011 to the editorial staff listed below.

Editorial Staff

Western Casewriters Association Journal of Case Research

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CALL FOR CASES

Case Research Journal

The *Case Research Journal*, published quarterly by the North American Case Research Association (NACRA) and by XanEdu Custom Publishing, is dedicated to enhancing case research and publishing exceptional cases. Founded in 1980, the CRJ is double-blind refereed and accepts about fifteen percent of manuscripts submitted. Submit your cases at: www.nacra.net/members/member/login.php5

The *Journal* seeks cases oriented to issues of broad interest in administration in any discipline. CRJ emphasizes field-researched, decision-focused cases where students can identify with the situation, formulate alternatives, recommend a decision from the point of view of managers in the case, and support that recommendation with data included in the case. The CRJ will very rarely publish cases based on public sources or where the issues involved are so new or sensitive that management cooperation in the research (and release of the finished product) would be impossible to produce. The CRJ does not accept fictional or composite cases. Occasionally, CRJ publishes papers about case writing and teaching.

Authors must submit a Teaching Note or, in AACSB terms, an "Instructor's Manual" with each case describing the objectives of the case, connections to theoretical frameworks, how instructors would use the case and presenting the author's complete case analysis.

At least one author must belong to NACRA (membership information is available at www.NACRA.net). An author who is a NACRA member may submit the case and teaching note online at www.nacra.net/members/member/login.php5. The site provides detailed submission instructions. Information on the Journal is also available at www.NACRA.net by selecting the Case Research Journal link.

The Editor's goal is to provide a response to authors within two months of submission. Although we cannot always achieve this goal, we make every effort to provide timely reviews. Cases published in the Case Research Journal are available for use through XanEdu Custom Publishing. Visit www.xanedu.com to access this.

Tupper Cawsey
Editor

Case Research Journal

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CALL FOR CASES



The International Journal of Case Studies in Management is a refereed, scholarly journal that publishes cases illustrating management situations in all sectors of economic activity and all types of organizations, both public and private. Whether you are a professor at HEC Montréal or any other academic institution, or whether you are a professional researcher or a writer, we invite you to submit your cases for publication in the Journal by sending them to us (our contact information) along with the duly completed registration form and any applicable authorizations.

Please note that all cases submitted for publication must be accompanied by teaching notes, which are also subject to review. Before sending out your case for peer evaluation, we will check to make sure that it complies fully with the Journal's editorial policy. If your case is accepted for publication, it will appear in a subsequent issue of the Journal, thus making it accessible to a broad readership of people interested in the case study method.

Contact information

International Journal of Case Studies in Management
HEC Montréal
Office 3.450
3000 Côte-Ste-Catherine Road
Montréal (Québec) H3T 2A7
CANADA

Web site: <http://web.hec.ca/revuedecas/en>
Email: revuedecas@hec.ca
Telephone: (514) 340-6856
Fax: (514) 340-6144

CALL FOR CASES

The Society for Case Research

33rd Annual Summer Case Writer's Workshop

Rochester Institute of Technology's Inn and Conference Center

Rochester, New York

June 23-25, 2011

The SCR Summer Case Writer's Workshop held each year is a unique opportunity for authors to both receive and provide feedback to each other on their written cases in a collegial, supportive atmosphere. The workshop goal is for participants to help each other prepare publishable cases and teaching notes. The workshops also include planned social activities and opportunities for networking and informal action.

The 33rd Annual Summer Case Writer's Workshop will be hosted by chair Bonalyn (Bonnie) Nelsen at the Rochester Institute of Technology's Inn and Conference Center in Rochester, New York, on June 23-25, 2011. The call for papers for presentation at the Summer Workshop will be sent in late January with a deadline for submission on May 1, 2011. A link to a secure workshop website will be posted on the Society of Case Research's website in February; you can submit your papers, register and pay for the workshop, consult a travel planner, review lodging options, and obtain information on transportation and driving directions at this website.

SCR publishes three scholarly journals, the *Business Case Journal* (BCJ), *Annual Advances in Business Cases* (AABC), and the *Journal of Critical Incidents* (JCI). Please see Publications for an overview of each journal. In addition, SCR publishes the proceedings of the annual conference.

For more information, contact
Bonalyn Nelsen
Rochester Institute of Technology
(585) 475-4293, bjnism@rit.edu

CALL FOR CASES



The CASE Journal

The CASE Journal invites submissions of cases designed for classroom use. Cases from all business disciplines will be considered. Cases must be factual, and releases must be available where necessary. All cases must be accompanied by an instructors' manual that identifies the intended course, relevant theoretical concepts or models that can be applied, and the research methodology for the case. The instructors' manual should also contain discussion questions and suggested responses, and a teaching plan if not inherent in the Q&A.

The CASE Journal also invites submissions of articles relating to case teaching, writing, reviewing, and two new sections have been introduced: Industry Notes and Critical Incidents.

All cases and articles will be subject to a double blind review process. Our review process is developmental, and reviewers will offer suggestions for improvement and revision, where appropriate.

All manuscripts submitted are to be original, unpublished and not under consideration by any other publishing source. To ensure the blind review, there should be no author-identifying information in the text or references. This journal will only accept on-line submissions. Submit your manuscript to the editor by e-mail attachment in MS-Word (.doc format). A separate title page must accompany the paper and include the title of the paper and all pertinent author information (i.e. name, affiliation, address, telephone number, FAX number, and E-mail address). If any portion of the manuscript has been presented in other forms (conferences, workshops, speeches, etc.), it should be so noted on the title page. There is no submission fee; however, at least one author of cases/articles accepted for publication must be a member of The CASE Association.

Cases and articles that have been published in *The CASE Journal* are distributed through Primis and ECCH. Abstracts are available on our website: www.caseweb.org.

Gina Vega, Editor
Bertolon School of Business
Salem State College
Salem, MA 01970
gvega@salemstate.edu

CALL FOR REVIEWERS

The CASE Journal



The CASE Journal, an on-line journal whose cases are also distributed by Primis and ECCH, invites you to become a reviewer. Reviewers are needed in all areas of management, as well as in other business disciplines.

The CASE Association, publisher of the Journal, is a developmental organization. Our aim is to work with authors to enable them to develop teaching cases that will be highly effective in the classroom. Reviewers for the Journal should believe that the process is developmental, and be willing offer suggestions for improvement and revision, where appropriate.

Good reviewers have a background in using cases in their class. Experience in case writing is helpful but not required.

If you are interested in reviewing for The CASE Journal, please email me with your contact information and areas of interest and expertise. A journal is only as good as its reviewers! Thank you!

Gina Vega, Editor
The CASE Journal
Bertolon School of Business, Salem State College
Salem, MA 01970
978.542.7417
gvega@salemstate.edu

Yes, I would like to read new cases and develop great case writers!

Name _____

School _____

Email address _____

I'd like to review cases in these fields:



WAM 2012
March 21- March 24
San Diego Marriott
La Jolla, California

Management Bandwidth

The management literature abounds with studies on what managers actually do and how they do it. Much of the extant literature examines manager behaviors, decision-making, and interactions with top management, peers, or subordinates in a context that is challenging due to the incomplete and/or often inaccurate information that managers rely on. Although managers continue to face these challenges, an equal or perhaps greater challenge exists. This relatively new challenge concerns the sheer depth and breadth of both accurate and inaccurate information that permeates a manager's professional and personal worlds. In this context, have we reached a state where the amount of information available extends beyond an individual's "Management Bandwidth" (defined as a managers' capacity for effectively and efficiently attaining, retaining, and utilizing information)? Are senior level managers at a disadvantage relative to subordinates who were born and raised in the information age and may as a result have greater bandwidth? How are organizations and individuals responding to the potential for information overload and the impact it may have on them?

As management scholars and teachers we are not insulated from these challenges. We face an academic environment in which there are a plethora of journals that we consider when conducting research and selecting an appropriate outlet. We must carefully consider not only traditional research designs and statistical methods but also the new designs and methods introduced each year. And in the classroom we must consider new teaching methods, multimedia tools, and content delivery methods that enhance student learning.

WAM and the *Journal of Management Inquiry* embrace breakthrough, cutting edge research that seeks to move the field not incrementally, but in leaps and bounds. As such, we encourage you to submit research papers, symposia, experiential workshops, and panels that address the conference theme or other topics that will stretch your colleagues' minds. In addition, our Doctoral/Junior Faculty Consortium will again attract notable mentors offering valuable insights and advice, our Fireside chats with leading scholars will be invigorate and inspire you, and we'll introduce new opportunities for sharing research ideas, teaching insights, and career opportunities.

Submission Deadline: October 3, 2011 (PDF files)

WAM 2012 Program Chair
Jeff Shay, shayj@wlu.edu

Additional Information on WAM 2012 and Local Events/Attractions can be found at:
www.wamonline.org

2011 CALL FOR CASES/PAPERS/SYMPOSIA

North American Case Research Association (NACRA)

October 13 – 15, 2011

The St. Anthony, San Antonio, Texas

Submission Deadline: Thursday, June 30, 2011

NACRA is a collaborative organization of approximately 500 case writers and teachers, who support each other's research and writing efforts. Our members are from all over the world, teach at many types of universities and offer expertise in various disciplines. The conference adjourns after Saturday lunch. Conference registration also includes one-year membership in NACRA and subscription to the *Case Research Journal*.

Conference Format. At case roundtable discussions on Friday and Saturday mornings all authors receive suggestions about their cases in a constructive atmosphere. Afternoon sessions include presentation of papers and symposia. Newcomers to NACRA and/or case writing are invited to a Newcomers' workshop and roundtables held Thursday, October 13, 2011. Newcomers may also submit an "embryo" case. The Embryo case submission deadline is September 1, 2011. See www.nacra.net for details.

Eligible Cases. Cases may deal with any topic in any academic discipline where dynamic classroom discussion is useful. Cases must be original work based on real events, real people, and real organizations, and must not have been previously published or accepted for publication elsewhere, either in journals or books. Submitted cases may also not be under simultaneous review for other conferences or publications. Cases presented in other workshops may be submitted only if they have been substantially revised since that presentation; authors should describe the case's previous history in their submittal letter.

Author Participation. If accepted, the submission must be presented. In consideration of having a submission reviewed for the conference, you are committing to having at least one author attend and participate in the roundtable discussions or paper/symposia presentation. Each case must be presented by at least one author who participates in both the Friday and Saturday morning roundtable sessions. Also, no more than two cases may be presented in the same track by the same author.

Submission Details. Submissions should be submitted online by Thursday, June 30, 2011. Submission details will be available on NACRA's website (www.nacra.net). Include one file with the cover page, submission form, and case summary or paper abstract. Include the case and instructor's manual (IM) or paper submission in a separate file that does not contain any information identifying the authors. Symposia proposals may be sent in a single file. Each case submission should include the following. See www.nacra.net for additional details.

- ___ Cover page showing names, affiliations and contact information for all authors, and identifying the contact person for all correspondence. Student authors should be identified as such on the cover page.
- ___ Case submission form attesting to originality and the right to publish.
- ___ One-page summary of the case for the Proceedings.
- ___ Case and "Instructor's Manual" (IM), also known as the "teaching note."

Paper submissions for the "Teaching with Cases" or "Case Research for Theory Building and Testing" tracks may vary in length, but should be submitted with a separate one-page abstract. Symposia proposals for these tracks are limited to two pages and should include program participants by name and affiliation, and time allotment requested. Ideas for proposals may be discussed with the program chair (see contact information below). New case researchers may submit "case embryos" – ideas for cases still under

development – for feedback from experienced case authors. See www.nacra.net (2011Annual Meeting tab) for submission form; send to Embryo Case chair by September 1, 2011.

Conference Participation. Individuals wishing to participate in the program as reviewers, session chairs, or session recorders should contact the appropriate Track Chair or the Vice President of Programs. We value your assistance, and we will recognize your work in the Proceedings.

Awards. Cases submitted to the conference may be eligible for one or more awards. More detail on the awards is available at www.nacra.net (Annual Meeting Info). The Curtis E. Tate Jr. Award (in connection with the Case Research Journal); The Directors College (Canada) Award for Excellence in Corporate Governance; Emerson Center Award for Outstanding Case in Business Ethics; Ruth Greene Memorial Case Award (authors outside U.S. and Canada); Outstanding Newcomer Case Award (first year presenting at a NACRA roundtable); Outstanding Student-Authored Case Award; Best Workshop Case Awards: Gold, Silver and Bronze; C.R. Christensen Outstanding Teaching Case Award; Philip D. Cooper Award (Health Case Management); Jon Welch Award (Finance/Economics)

Track Chairs (for changes check www.nacra.net)

Accounting - Kay Guess, St. Edward's Univ., 512.448.8562, aundreag@stedwards.edu

Business & Society/Ethics - Emmanuel Raufflet, HEC Montreal, 514.340.6196, emmanuel.raufflet@hec.ca

Cases in Spanish - Jorge Gonzalez, Tecnológico de Monterrey Campus, Guadalajara, (52) 33.36.69.3000 x3908, jgonza@itesm.mx

Education - Audrey Wright, mbouchard@worcester.edu

Finance/Economics - Hugh Grove & Tom Cook, Denver University, HG: 303.871.2016, TC: 303.871.2012, hgrove@du.edu, tcook@du.edu

Information Technology Management - Janis Gogan, Bentley University, 781.891.2098, JGOGAN@bentley.edu

International Business - Josep Franc, ESADE, (34) 93-495-2132, josep.franch@esade.edu

Marketing - Tom Buckles, Biola University, 562.903.6000 x5179, tom.buckles@biola.edu

Health Care/Social Work - Jim Fisher, Saint Louis Univ., 314.977.3854, fisherje@slu.edu

Not-for-profit / Social & Environmental Entrepreneurship - Vijaya Narapareddy, University of Denver, 303.871.2198, vnarapar@du.edu

Operations/Supply Chain Mgmt - Nancy Levenburg, Grand Valley State Univ., 616.331.7475, levenbun@gvsu.edu

OB/OT/HRM - Mark Julien, Brock University, 905.688.5550 x4155, MJulien@brocku.ca

Small Business/Entrepreneurship - Joseph Kavanaugh, Sam Houston State Univ., 936.294.1236, MGT.JKK@shsu.edu

Strategy - Randall Harris, CSU Stanislaus, 209.667.3723, raharris@csustan.edu

Teaching with Cases Papers - Michael Welsh, University of South Carolina, 803.777.9118, mwelsh@gwm.sc.edu

Papers on Research Methodology & Theory-Building - Marie Rock, Bentley University, 781.891.2157, MROCK@bentley.edu

Newcomers & "Embryo" Cases - Vijaya Narapareddy, University of Denver, 303.871.2198, vnarapar@du.edu

NACRA VICE-PRESIDENT OF PROGRAMS – 2011

Vijaya (Vi) Narapareddy

Daniels College of Business, University of Denver

2101 S. University Blvd., DCB 455, Denver, CO 80208

Office: 303.871.2198; Fax: 303.871.2294; vnarapar@du.edu

\$10,000 CASE RESEARCH GRANTS 2011-2012

North American Case Research Association (NACRA)

Request for Proposals

The North American Case Research Association (NACRA) is a nonprofit, voluntary professional association whose mission is to promote excellence in case research, writing, and teaching in business and other administrative disciplines. NACRA will make up to 2 grants totaling \$10,000 to support case research during the 2011-2012 academic year, and up to 10 grants of \$1,000 to support first-time attendees who submit and receive acceptances for the 2011 NACRA conference in San Antonio, TX.

Grant proposals may target one of the funding categories described below.

Conference grants — NACRA will award up to ten (10) grants of \$1,000 to enable post-graduate students or probationary faculty who have never attended a NACRA conference and who submit cases to any track to attend the 2011 NACRA conference in San Antonio, TX. Applicants for these grants must specify on their case submission to the 2011 conference via ScholarOne that they are: (1) eligible for a conference attendance grant and (2) intend to attend the 2011 NACRA conference. Applicants for these grants must also submit a letter to the grants coordinator, Jeff Shay (shayj@wlu.edu) affirming their student status. Letters of support need to be signed by the applicant's Dean or Program/Department Chair on university letterhead. Cases or papers must be accepted in order for grantees to receive awards, and awards may only be used to defray conference registration and/or costs to travel to the conference. Special consideration will be given to students in doctoral programs. NACRA will award grants up to \$10,000 to fund:

Using Cases to Build Theory — This grant supports research that utilizes case research to generate new theories in business and administrative disciplines such as accounting, business & society/ethics, business policy & strategy, education, finance & economics, information technology management, international business, marketing, not-for-profit, health care, social work, operations/supply chain management, organizational behavior, organizational theory, human resource management, and small business management/entrepreneurship.

Teaching Case Development Grant — This grant supports the development of decision-focused teaching case(s) based on field research or other primary sources and a comprehensive analysis (instructor's manual or teaching note). Fictitious cases will not be funded. Disguised cases are permitted. Cases should address issues in business and other administrative disciplines such as those listed above. Special consideration will be given to integrative cases designed for use across multiple courses in the curriculum.

The final product of the funded grant research is expected to be an article or case submitted, revised, and accepted for publication in the ***Case Research Journal***. All submissions must be received by June 1, 2011. If you would like feedback on the appropriateness of your proposal or have a question about the review process, please contact Jeff Shay, President-elect of NACRA, at shayj@wlu.edu

\$10,000 Award for Outstanding Case in Corporate Governance North American Case Research Association (NACRA)

2011 Request for Submissions

The North American Case Research Association (NACRA) is a nonprofit, voluntary professional association whose mission is to promote excellence in case research, writing, and teaching in business and other administrative disciplines. NACRA, along with its partner nonprofit organization CMA-Alberta will make a \$10,000 award at NACRA's October 2011 Conference in San Antonio, Texas, to the case submitted for review which is deemed to be the most outstanding teaching case on corporate governance.

Definition of Corporate Governance for purposes of the award:

Corporate governance refers to the system by which an organization is directed and controlled. For the purpose of this case competition, governance cases should focus on the issues, problems and concerns associated with the roles, responsibilities, structure, decision-making authority and accountability of the Board of Directors. Illustrative examples of possible governance topics/issues include the following:

- The relationship between the board and the CEO/Executive Director including Board/CEO conflicts and his/her recruitment, selection, motivation, evaluation, compensation, termination and/or succession;
- The role, responsibility and specific activities of the board in determining (with management) the strategic direction of the organization;
- The role, responsibilities, decision-making authority, and accountability of the Board Chair including his/her relationship with the CEO, other board members, board committees and/or other stakeholders;
- The board's role in providing financial oversight and risk monitoring;
- The board's response to and involvement in corporate social responsibility;
- The board's actions in averting and/or responding to a crisis;
- The determination of an organization's appropriate governance structure (i.e. defining the board's/committee's roles, responsibilities and decision making authority in varying circumstances—or over time);
- The recruitment, selection, motivation, evaluation, compensation, termination and/or succession of board members and their assignment to committees; and
- The board's relationship with and accountability to stakeholders.
- Cases dealing with all types of organizations—including publicly traded, not-for-profit, charitable, state-controlled--will be welcomed. Preference will be given to well-written shorter cases (10-20 total pages). The winning case will be used in the Director's College at McMaster University initially and may be submitted for publication afterward.

Cases should be submitted to the Corporate Governance Track for the 2011 NACRA Meeting in San Antonio, Texas, in October 2011. All submissions must be received by June 1, 2011. If you have a question about the submission and review process, please contact Marlene M. Reed, Corporate Governance Case Award Chair, at Marlene_Reed@baylor.edu

CALL FOR CASES

Western Casewriters Association 2012 Conference

March 22

**San Diego Marriott
La Jolla, California**

Submission deadline: **January 10, 2012**

The Western Casewriters Association (WCA) Conference is held annually in conjunction with the Western Academy of Management (WAM). The WCA Conference is a unique opportunity to engage with other case researchers in a small group format to exchange feedback and polish your case, learn about using cases in the classroom, get a peer-reviewed conference on your vita and, enjoy the presentations from seasoned case researchers and case educators. The WCA Conference is an excellent professional development opportunity designed to provide feedback from experienced case researchers. Our objective is to help participants move their projects toward eventual publication in peer-reviewed journals such as the *Case Research Journal* and others.

The format is roundtable discussions. You will be grouped with four to six other case researchers with an experienced facilitator. Participants will provide detailed feedback on each others' cases. The feedback, although rigorous, is friendly. Or, you may attend the conference to learn more about case research or how to teach with cases. Cases should deal with issues important to their disciplines. They are generally framed around problems facing some decision maker in the organization. Cases may be based on field research or secondary sources but must be entirely factual. Cases from all disciplines and researchers of all experience levels are welcome. Awards will be provided for **BEST CASE** in the Proceedings, and **BEST MENTORED CASE** for a student author(s) and faculty supervisor(s).

SUBMISSIONS: Submit case and instructor's manuals or volunteer to review cases by contacting Issam Ghazzawi at ighazzawi@laverne.edu or Duane Helleloid at duane.helleloid@mail.business.und.edu

Who should attend the WCA Conference?

- Researchers looking for a peer-reviewed platform to develop their case research;
- Researchers interested in learning more about case research;
- Educators looking to improve their performance by making the best use of cases.

For information on the Western Casewriters Association and the 2012 Conference, visit our website at www.westerncasewriters.org

Western Casewriters Association

CASE SYNOPSES

**WESTERN CASEWRITERS ASSOCIATION 2011
CONFERENCE**

**Fairmont Empress Hotel
Victoria, British Columbia, Canada
March 24, 2011**

Notes
Western Casewriters Association

BALANCING ECONOMIC AND ENVIRONMENTAL SUSTAINABILITY IN PUBLIC POLICY: GOLD MINING REFORM

Linda K. Gibson, Bruce W. Finnie & David E. McNabb,
Pacific Lutheran University

Case Synopsis

A member of the U.S. Congress and her legislative staff undertook the daunting task of reforming federal mining policy. They encountered the political pressures involved in balancing economic and environmental sustainability when formulating policy or drafting legislation to reform environmental policy. Mining reform was one of the perennial issues before Congress since, according to the EPA Toxic Release Inventory, mining produced more hazardous waste than any other industry. Further, after a mine's resources were depleted, mining firms often declared bankruptcy when faced with the significant expense of environmental remediation, leaving the cost to the federal government. Many mines became unfunded Superfund sites. The General Mining Law of 1872 laid the groundwork for these problems; but reform of this law would not resolve the federal risk exposure resulting from environmental mishaps on private land. Options were needed to help protect the federal government from this often overlooked risk.

The case describes the challenges faced by a western Congresswoman who wanted to reform federal gold mining policy. To help her decide what legislation she should propose, she charged her staff with locating and organizing reform options and a strategy to use to win support for reform. Her staff gathered options and background information, engaged in stakeholder analysis, and debated which decision-making process and reform strategy to recommend to their boss. They examined public choice theory and agency theory issues as possible contributors to the political inertia on mining policy reform.

Case Learning Objectives

The Sustainability in Public Policy case is appropriate for advanced undergraduate or graduate courses in Public Administration, Management, Organizational Behavior, Organization Theory, Negotiation and Conflict Resolution, Nonprofit Management, or Environmental Sustainability. Students could apply concepts they have learned in strategy and stakeholder analysis, assessment of the internal and external environments, public choice theory, agency theory, and policy decision making processes. Students could learn about the complexities of the strategic policy setting and decision making processes, especially related to nonprofit organizations and government agencies where there are political pressures from a wide array of stakeholders. Students could apply negotiation and conflict resolution techniques to help resolve the political impasse.

The authors developed the case for class discussion rather than to illustrate either effective or ineffective handling of the situation. The case, instructor's manual, and synopsis were anonymously peer reviewed and accepted by the Western Casewriters Association Conference, March 24, 2011, Victoria, British Columbia. All rights are reserved to the authors. Contact person: Linda K. Gibson, School of Business, Pacific Lutheran University, Tacoma, WA 98447-0003, (253) 535-7254, gibsonlk@plu.edu

BECHTEL NATIONAL, INC AND AL BASRAH CHILDREN'S HOSPITAL: MANAGING A COMPLEX PROJECT IMPLEMENTATION AND TERMINATION

Tracie M. Lee
University of Idaho, Moscow

Case Synopsis

In 2004, Bechtel Corporation was the largest construction company in the United States, with revenues of more than \$16 billion. Cliff Mumm, the President of subsidiary Bechtel Infrastructure Corp., had worked for Bechtel for nearly 30 years, was a partner in the privately-owned firm, and was known as something of a miracle worker on difficult projects. He was accustomed to managing large, complex, compressed-deadline projects that were subjected to public scrutiny and political controversy. However, nothing in his career would compare with one particular project: the design and construction of the Al Basrah Children's Hospital in Iraq. Over the course of the project, 24 of Bechtel's sub-contractors and employees were killed. Dozens of others had been forced to quit their jobs through threats and violence. The project kicked off in August 2004, and by August 2006, construction was only 45% complete, yet the \$50 million budget was nearly consumed. Cliff projected that it would cost \$48 million more to build the facility, if it were even possible given political unrest in the area.

The case describes the challenges faced by Bechtel Infrastructure Corporation and its subcontractors in building the Al Basrah Children's Hospital, a 94-bed facility planned to support oncology and pediatrics. The hospital was one of the 99 projects awarded to Bechtel, as part of a total package of \$2.4 billion for reconstruction efforts in Iraq. Cliff had known it would be technically challenging to design and build a hospital in less than 2 years. However, what no one expected was that the political situation would destabilize so rapidly, preventing effective management of the project in Basrah. What could or should Bechtel have done differently, in managing the Al Basrah Children's Hospital project?

Case Learning Objectives

The case is appropriate for upper-division undergraduate or graduate courses in Project Management. In both undergraduate and graduate courses, students can apply project management concepts of project planning, risk analysis, performance measurement, stakeholder management, project termination, and lessons learned. The case can also be used in the discussion of financial, ethical, and management issues in managing projects.

The author developed the case for class discussion rather than to illustrate either effective or ineffective handling of the situation. The case, instructor's manual, and synopsis were anonymously peer reviewed and accepted by the Western Casewriters Association Conference, March 24, 2011, Victoria, British Columbia. All rights are reserved to the author. Contact person: Tracie M. Lee, University of Idaho College of Business and Economics, PO Box 443161, Moscow, ID, 83844-3161, (208) 885-6854, tlee@uidaho.edu.

BUSTER'S ICE CREAM AND COFFEE

Tony La, Vivian Lau, Hendry Ansorie & Anchalee Tontan (student authors);
Stephen J.J. McGuire (faculty supervisor)
California State University, Los Angeles

Case Synopsis

Buster's Ice Cream and Coffee had become a fixture in the small city of South Pasadena, CA. And things were going well, until Starbucks opened three locations nearby within a year. Revenue dropped by one third, and Buster's was just getting by.

What would Buster's have to do to compete with the almighty Starbucks? Would the tight knit community's support for Buster's be enough to bring it back to profitability?

Case Learning Objectives

The Buster's Ice Cream and Coffee case is appropriate for an undergraduate marketing or management classes. Students will spend time creating marketing strategies to enhance the staying power and name recognition of Buster's – in the absence of a marketing budget. Student's can also learn about profitability and can prepare a SWOT Analysis of the company, and a BCG matrix to determine which product lines to expand and which ones to prune. The case also contains data from a customer satisfaction study completed by the authors using the SERVQUAL method. The case therefore can be used as a way to introduce students to SERVQUAL and the meaning and measurement of service quality.

The authors developed the case for class discussion rather than to illustrate either effective or ineffective handling of the situation. The case, instructor's manual, and synopsis were anonymously peer reviewed and accepted by the Western Casewriters Association Conference, March 24, 2011, Victoria, British Columbia. All rights are reserved to the authors. Contact person: Tony La, California State University, Los Angeles, 5151 State University Drive, Los Angeles, CA, 90032, toekneelaw@yahoo.com

CAMPBELL SOUP COMPANY: FROM THE FARM TO THE FAMILY

Issam A. Ghazzawi, University of La Verne
& Marie Palladini, California State University, Dominguez Hills

Case Synopsis

Campbell Soup Company, the world's leading soup maker and a global manufacturer of high-quality branded foods, was recognized by the Points of Light Institute with the Points of Light Corporate Engagement Award at the National Conference on Volunteering and Service in New York City on June 29, 2010. The award recognized Campbell for inspiring, equipping, and mobilizing people to change the world through volunteer service. Through its enhanced "Nourishing Our Neighbors" corporate social responsibility programs, Campbell Soup has been widely recognized for making a positive impact in the workplace, in the marketplace, and in the communities in which it operated. Additionally, the company has been added to the Dow Jones Sustainability Indexes, named to the 100 Best Corporate Citizens List by Corporate Responsibility magazine, ranked second in 2008 and 2009 for Best Corporate Reputation by Boston College Center for Corporate Citizenship, named to the list of 2010 World's Most Ethical Companies by *Ethisphere* magazine, and named a Catalyst Award Winner in 2010. As it head into the 2011, Campbell was assessing its community engagement's program and grappling with how it could increase its employees' community engagement participation rate, and whether it was expanding the right type of CSR programs at the right cost and in the right place.

Case Learning Objectives

The case is intended for undergraduate or graduate courses in Business Ethics and Organizational Behavior. It seeks to provide an applied, hands-on format for students to increase their understanding of the topic of corporate social responsibility. This case is further intended to demonstrate how Campbell Soup Company has adopted a Corporate Social Responsibility (CSR) and sustainability approach as a function of its business model. Campbell's involvement in corporate social responsibility was built on a belief that a company should be judged not just on its financial performance but on its commitment to CSR. At the completion of this case, the student will be able: (1) To acquire basic understanding of the views of corporate social responsibility in an organizational setting; (2) To compare and contrast the rival views of corporate social responsibility: the narrow view (profit maximization) and the broader view (corporations have other obligations to society besides making a profit).

The authors developed the case for class discussion rather than to illustrate either effective or ineffective handling of the situation. The case, instructor's manual, and synopsis were anonymously peer reviewed and accepted by the Western Casewriters Association Conference, March 24, 2011, Victoria, British Columbia. All rights are reserved to the authors. Contacts: Issam A. Ghazzawi, University of La Verne, ighazzawi@laverne.edu and Marie Palladini, California State University, Dominguez Hills, mpalladini@csudh.edu

CAN KONAK BRANCH SUSTAIN ITS HIGH PERFORMANCE IN THE LONG TERM?

Burcu Guneri Cangarli & Feride Deniz Zaptcioglu Salcan,
Izmir University of Economics, Izmir, Turkey

Case Synopsis

MYTH was a global bank operating in 87 countries, including Turkey. Over the past 10 years, MYTH had grown rapidly, achieving 8,000 branches serving millions of customers. Top management of the bank considered that the main reason for the bank's success was its human resource policies which attracted and retained talented people. In fact, the MYTH Group Chairman was proud of creating the best place to work in Turkey. Based on the bank's branch evaluation system, the Konak branch was very successful. Konak surpassed its goals and was a candidate for a branch level upgrade. MYTH headquarters appreciated the efforts of the Konak branch's manager, Fulya Seker, who was a hardworking, extravert and also a very ambitious woman.

The case describes the problems related to employee satisfaction and turnover in the Konak Branch. Although the branch showed good performance according to branch evaluation system, employees complained about long working hours, aggressive sales policy, and work load which exceed their formal job descriptions. Employees stated that they were unhappy with their jobs and looked for opportunities to quit.

Case Learning Objectives

The case is appropriate for advanced undergraduate or graduate courses in organizational behavior and human resources management. In an organizational behavior course, student could apply concepts related to job satisfaction and especially its effect on job performance. Moreover, they can discuss the factors that positively or negatively affect employees' job satisfaction and how individual characteristics create difference. Finally, students can discuss about the role of leaders/managers in creating job satisfaction or dissatisfaction. In a human resource management course, students can examine the importance of applying standardized human resources policies in multi-branched organizations. Also, they can discuss the negative effect of a heavy workload and almost-impossible goals on employees' well being, satisfaction and turnover rates.

The authors developed the case for class discussion rather than to illustrate either effective or ineffective handling of the situation. The case, instructor's manual, and synopsis were anonymously peer reviewed and accepted by the Western Casewriters Association Conference, March 24, 2011, Victoria, British Columbia. All rights are reserved to the authors. Contact person: Burcu Guneri Cangarli, Izmir University of Economics, Sakarya Cad. No: 156 Balcova, Izmir, Turkey 35330, (0090) (232) 488-8551, burcu.guneri@ieu.edu.tr

DOG EAT DOG WORLD: CHALLENGES OF AN ENTREPRENEURIAL STARTUP

David Herrmann & Dan Holland
Utah State University

Case Synopsis

Fred and Dwayne had developed significant experience and relationships in the pet supply market in their region. When a large national chain purchased the company for which they worked, they saw an opportunity to create a new competitive venture. Fred and Dwayne created a conservative plan that would lead to profitability in the first year. They worked hard to obtain the necessary financing to execute the plan.

On signing day, a promised loan was reduced and Fred and Dwayne were left underfunded and overly stressed.

Case Learning Objectives

The Dog Eat Dog case is appropriate for undergraduate entrepreneurship or strategy courses. The learning objectives for this case include:

- 1) Provide students with exposure to the stresses and challenges of starting a business.
- 2) Present an ethical dilemma in considering starting a competitive new venture while working at an existing firm.
- 3) Provide an opportunity to conduct a basic feasibility analysis.
- 4) Generate a discussion on bootstrapping strategies that may be employed when a venture is underfunded.

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GATEWAYS HOSPITAL AND MENTAL HEALTH CENTER: EFFECTS OF INADEQUATE NURSE STAFFING RATIOS

Eunice Akinrele, Natalie Asatryan, Sevak Hakopyan, Fay Ho & Paul Kangethe (student authors);
Stephen J.J. McGuire (faculty supervisor)
California State University, Los Angeles

Case Synopsis

Gateways Hospital and Mental Health Center, a non-profit organization, provided in-patient, residential and out-patient services to mentally ill adolescents and adults. At Gateways, there had been growing concerns regarding budget, nursing ratios, personnel job satisfaction and maintaining patient quality of care while providing safety for all patients and staff members. Nurse staffing was a matter of major concern at this facility because of the effects it had on patient safety and quality of care. At Gateways, nurses worked on a three shift rotation schedule. Management had difficulty meeting the staffing requirement daily for all 3 shifts.

In 2008, Gateways reported that total revenue was down 20% from the previous year. While Gateways was privately owned, most of its funding came from state-sponsored programs, Medicare and other third party reimbursements. Roughly 95% of patients that come through Gateways had no insurance and/or were indigent. With Gateways' dependence on third party reimbursements for financial support, it relied heavily on state and federal funding. This affected its patient outcomes, which were particularly sensitive to nursing care; namely longer hospital stays, failure to rescue, harm to the patient and/or nurse, or even death. Furthermore, the nationwide nursing shortage, which was particularly acute for substance abuse and mental health facilities, had created a premium on qualified nurses and caused labor and recruiting costs to continue to rise.

Case Learning Objectives

This case can be used for graduate studies in Nursing Administration and Health Care Management. The case can also be used for students in Business Administration in studies for Organizational Structure, Organizational Behavior, and general Management. Upper level undergraduate and graduate students in Public Health Administration may also find the case useful in understanding government health care programs and the future trends in health care. The case learning objectives are:

- 1) Students should analyze the hospital and patient staffing ratio, and its effects in health care;
- 2) Students should identify and describe potential effects of the health care reform bill;
- 3) Students should be able to identify current trends in mental health treatment;
- 4) Students can prepare an industry analysis and an analysis of Gateways' competitive advantage.

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GLOBAL LOGISTICAL CONNECTIONS, INC.: MANAGEMENT DECISIONS IN THE FREIGHT PACKING AND LOGISTICS SERVICES INDUSTRY IN THE PORT OF LONG BEACH

Lex Sanderson (student author);
Stephen McGuire (faculty supervisor)
California State University, Los Angeles

Case Synopsis

Global Logistical Connections (GLC) was a freight packing and logistics services company located in the Port of Long Beach, in Long Beach, California. The company offered a wide array of services, including customs brokerage services, freight forwarding and logistics services, and warehouse storage. The case addresses important management issues regarding the environment and resources of GLC. The management issues that GLC must consider are: efficient use of warehouse space, expanding the business to a new location, and dealing with the industry-wide implications of the state government's clean air regulations. GLC must also make sure it maintains its cost leadership competitive advantage as it considers each issue.

Case Learning Objectives

The case is appropriate for students in supply chain management and general management courses at the undergraduate or graduate levels. A SWOT analysis can be prepared to analyze the strengths and weaknesses of the internal issues and the opportunities and threats of the external issues. Students using the case can be asked to:

- 1) Judge the possible organizational outcomes of GLC's management decisions;
- 2) Assess the industry;
- 3) Assess the company's competitive advantage within its industry;
- 4) Prepare a SWOT analysis; and in particular identify the strengths and weaknesses of new warehouse location;
- 5) Consider the most efficient allocation of warehouse space as a company resource;
- 6) Evaluate the opportunities and threats of expanding the business to a new location;
- 7) Consider how laws and regulations (in particular clean air regulations) apply in practice in real situations in this business;
- 8) Consider conflicting ethical issues concerning compliance with the Clean Air Act.

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HAMMERHEAD SPEARGUNS: TROUBLE IN PARADISE

Keith H. Sakuda
University of Hawaii – West Oahu

Case Synopsis

HammerHead Spearguns, formerly HammerHead Muzzles, was a small spearfishing and skin diving equipment manufacturing company. Founded by Kelvin Sakata in 2003, HammerHead Spearguns sought to become the premier developer of innovative equipment for spearfishing and skin diving. Its signature product, the Evolution Speargun, was tested and awarded the title of world's most accurate speargun by two independent organizations. In 2006, the company relocated from San Jose, California to Halawa, Hawaii. While Hawaii was considered a paradise for spearfishing and other ocean recreation sports, certain challenges developed at the company after its move to Hawaii.

The case describes a situation faced by Kelvin Sakata. Beginning in the summer of 2010, the company experienced returns of highly defective products. The warranty replacement guarantee was honored by the company, but the defective returns sparked an investigation. Where were the defective products coming from? How damaging were the defective products to the company's international brand image? What preventative steps could have been done? What preventative steps should be done in the future? How far should a company go to defend its products from possible criminal activities?

Case Learning Objectives

The HammerHead Spearguns case is appropriate for undergraduate students in entrepreneurship or logistics courses. For entrepreneurship courses, the case can illustrate some of the challenges facing small businesses. For logistics courses, the case can illustrate the importance of properly implementing control mechanisms. Discussions based on the case can also help students understand some of the difficulties in protecting a company's property and brand image.

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HOMEBOY INDUSTRIES: AN ALTERNATIVE TO VIOLENCE

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California State University, Los Angeles

Case Synopsis

Homeboy Industries was a non-profit organization that came about from one man's vision. Father Gregory Boyle wanted to provide some sort of gang intervention for the community. Father Boyle created a concept of hiring and training ex-convicts and former gang members. Homeboy Industries (HI) not only taught the value of having a job, but also many of the real life skills needed in the professional world. HI was made up of four businesses: Homeboy Bakery, Homegirl Café and Catering, Homeboy Silkscreen and Embroidery, and Homeboy/Homegirl Merchandise. Each business varied in where it stood in its life cycle. Each business provided a different type of training. Recently, HI opened a charter high school that helped at-risk youth and gave them a safe environment to learn and grow.

Homeboy Industries' board provided general guidelines to each business unit but allowed the units to act independently. Challenges in funding, however, resulted in changes in the organization every year. Most of HI's funds came from public support through grants. Secondary support came from income from the businesses, yet HI spent more than it made in profit in most of its businesses. With grant money varying year to year, some businesses and programs might need to be pruned to allow funds to be allocated elsewhere. The case asks students to consider if Homeboy Industries' contributions were valuable enough to society that it deserved public and private funding.

Case Learning Objectives

This case allows students to analyze the benefits that Homeboy Industries offered the community, and arrive at a conclusion that it does, or does not, deserve additional public funding. The business units alone cannot sustain HI, therefore outside funding is necessary. One way to determine social contribution is by analyzing the break taxpayers and government get by not imprisoning the gang members and ex-cons that HI trains and successfully re-integrates into society. Students can also examine how an organization with an organic or "loose structure" is able to become successful, and how implementing a differentiation strategy can play into the services that HI offers. Students will also learn how finances limit the scope of a nonprofit's services and force it to choose what is most important. The case provides an example of how an organization may sometimes disregard a marginal loss to focus on a bigger picture. This case can also be used to analyze the role that marketing plays in creating awareness of the plight of this organization and how marketing can affect the funds coming in.

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HOSPICE CARE IN INDIA

Shyam Kamath & Jyoti Bachani
Saint Mary's College of California

Case Synopsis

Hospice care in developed parts of the world was well established, but in most developing countries there were no organized hospice care facilities. This case presents the results and efforts of one charity to establish hospice care in India. The charity, AVTL-Brthya, was looking forward to the next phase of expansion to spread the hospice care facilities to other parts of India and possibly to other developing countries where such a need existed. The case describes four different models of hospice care and the ecosystem needed to sustain ongoing operations of a hospice care facility. It also provides a description of different kinds of hospice care models. How might an under-developed country like India adopt and establish hospice care facilities?

Case Learning Objectives

The case is appropriate for teaching executive MBAs and graduate students in classes on non-profit management and strategy. The case study is part of a larger multi-method research project, the findings of which are based on field work interviews with experts in the hospice care industry, secondary source data on hospice care facilities in many developed countries, and analysis of information gathered from library and internet sources.

The case can be used to teach about the following topics:

- 1) Business Ecosystems - The business ecosystems can be described with four levels based on their maturity: birth, expansion, leadership and self-renewal.
- 2) Porter's Five Force Industry Analysis Model - Potential discussion in class can lead to demonstrating the effectiveness of analytical tools that can help structure the research that Shyam Krishna and his team have gathered. The analysis can be used to generate alternatives that may be worthy of consideration by the AVTL-Brthya team.

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INSTITUTE FOR ONE WORLD HEALTH: SHAPING THE FUTURE WHEN LIFE IS HARD ENOUGH

Teresa Martinelli-Lee & Diane Monjay (student authors);
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Case Synopsis

Five countries on three continents accounted for more than 90% of all visceral leishmaniasis (VL) disease cases. VL (commonly known as kala-azar or black fever) is a tropical parasitic disease affecting any age group, but often the very young. The disease presented its victims with intermittent fever, anemia, enlarged spleen and liver and the gauntness of emaciation. While Brazil, Sudan, India, Bangladesh and Nepal comprised the majority of the cases, of these the northeastern state of Bihar, India sustained the most serious public health crisis. Left untreated, VL usually resulted in certain death. While there were treatments for this devastating disease, the parasite that caused VL had developed resistance to many antibiotics. In addition, treatments were cost-prohibitive and required expensive hospitalization over several weeks. Poverty was the lead determinant of this insidious disease that was predisposed to affect poor populations who had little to no access to healthcare facilities and who could not afford long-term treatment. New treatments were desperately needed to contain the disease.

This case chronicles an impoverished family in Bihar that experienced the destructive effects of VL with neighbors and family. The family lived in fear for the health and wellbeing of their children. The case outlines the unique needs of a population affected by a neglected disease for which there was no market for a cure in the developed world, and therefore a lack of incentive to develop an effective and cost-efficient treatment. The case study also chronicles the inspirational brainchild of Victoria Hale, PhD, her husband, Ahvie Herskowitz, MD, the Institute of OneWorld Health, and a relationship building of non-typical public-private partnership. This case highlights the need for a unique partnership, outlines the struggles in launching one and the ensuing challenges faced in maintaining funding for a development project that will not see fruition for several years.

Case Learning Objectives

This case serves for discussing public-private partnerships and their ability to address unmet needs. The core objective of the case is to provide an applied format for students to increase their understanding of the topics of public-private partnership (PPP), building alliances, and creating coalitions among organizations. At the completion of this case, student will be able to:

- 1) Explain the principles and functions behind public-private partnership;
- 2) Understand the various types of collaborative structures available to organizations; and
- 3) Understand and explain the need for a public private partnership to address unmet needs in the global marketplace.

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MAGNET STATUS AT HUNTINGTON HOSPITAL

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Case Synopsis

This is a case study of the process adopted by Huntington Memorial Hospital in Pasadena, California pursuant to obtaining magnet status. Magnet status, or certification, is a recognition bestowed upon healthcare organizations by the American Nurses Credentialing Center (ANCC). A magnet facility must provide nursing excellence. Assessment metrics were based on a 1983 study. The case describes Huntington's decision's to commit the expense, estimated at nearly \$1,000,000, and as well as the three years involved in this process, to seek magnet status.

As part of a long term strategy, Huntington was able to create mechanisms for nurse empowerment. Huntington sought to address global issues in nursing through the formation of a coordinating council of nurses and management, which encompassed six sub-councils, each dealing with a topic in nursing practice and professional development. The design gained magnet status for the hospital, but only time would tell what historical needs would be fulfilled and what problems would be solved – or not solved - through Huntington's approach. Would magnet certification prove, in the long run, to be an effective strategy for Huntington in the area of labor-management relations? In the area of nurse empowerment and professional competence? Would it prove palatable to all the stakeholders involved?

Case Learning Objectives

This case illustrates the process carried out at Huntington Hospital which led to magnet certification. Solutions were found to business issue centering on key stakeholders. The case provides an example of how an external modality, a certification template developed by a professional organization, was adopted as a solution to internal needs. Problems were examined regarding the implementation of this modality within an internally coherent organization. Learning objectives focus on the comprehension and assessment of the effect of magnet status on labor-management relations, nurse empowerment/professional competence, and satisfaction of multiple stakeholders.

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MARCATO DIGITAL SOLUTIONS

Kyle Gillis, Sherry Finney & Patricia Morrison
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Case Synopsis

This case deals with the issues associated with the development of a new application to suit an identified business need. The entrepreneur was challenged with unknown territories in the areas of project management, software development and many of the other hurdles common to innovative ventures. Background on the business, business owner, the employees and technology used are included to create the environment for the exploration of possible solutions. The main problem was that the business owner and other members of management lacked knowledge and experience in both the management and development of an innovative application. Simply put, they knew what they wanted but not how to get there. Therefore, the decision faced by the case principal was, "how should the software development project be best managed?"

Case Learning Objectives

The case learning objectives include having students develop a project plan for this case, increasing students' knowledge of the importance of a project plan especially in the area of software application development, focusing on the human resource component, the skills and knowledge of the lead developer and designer (Morgan Currie), the developers (Dan Hooper and Steven Baker) and those of Darren, the owner, and finally, determining which method of development is the best to use to software engineer this product/application.

This case may be used in the following undergraduate courses: Project Management, Software Engineering, Management of Information Systems, and Technology Entrepreneurship related courses. The typical user of this case will be a junior/senior information technology or business student.

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NEIGHBORHOOD GRINDS: CAN A LOCAL COFFEE SHOP SURVIVE THE ECONOMIC DOWNTURN?

Jay O'Balles, Christian Que, Rahul Gupta, Tram Le & Sherry Mattson (student authors);
Ellen Drost (faculty supervisor)
California State University, Los Angeles

Case Synopsis

In the early morning of Tuesday, December 22, 2009, Fried Lie, owner of Neighborhood Grinds, wiped the excess flour from his apron and stood back to appreciate what he had created in addition to the freshly baked cookies in front of him. Exactly one year before, he opened the doors to his specialty coffee shop in North Redondo Beach, following his dream and passion for coffee and networking. "The Hub of Weird," as he liked to refer to the coffee shop business, was proving to be a business where he saw growth and potential. He daydreamed of more local locations and ultimately roasting his own beans for the greater business community of Redondo Beach. The question was how he could achieve these goals in an economic recession. How would he expand his business? How would his specialty coffee shop continue to remain relevant in people's lives? How would he differentiate his shop in the face of the dominance of chain stores?

Case Learning Objectives:

Neighborhood Grinds is a case appropriate for advanced undergraduate or graduate courses in strategic management or marketing. Students can use this case as a profile of the successful first year of a new entrepreneurial venture. Students can analyze the retail coffee industry by applying the Porter's 5 forces model and analyze the business using Barney's VRIO model for strategic management. The Neighborhood Grinds case can also be utilized in marketing courses to illustrate the 4 Ps of marketing; the differences between form, time, place and possession utilities.

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PERFORMANCE ASSESSMENT AT BOOZ ALLEN HAMILTON

Shannon Ballard, Julia Lipton & Peter Tubertini (student authors);
Mark A. Clark (faculty supervisor)
American University

Case Synopsis

In the fall of 2009, Booz Allen Hamilton's (BAH) employees were organized into "Home Teams" along multiple service lines which channeled expertise to attract and retain new clients. To align employee efforts with the Home Team, BAH utilized a 360 degree feedback system to review team and individual performance. The 360 performance assessment system was designed to leverage employees' merit with respect to the BAH Service Lines, Core Values, and Consulting Skills. However, BAH employees did not necessarily believe that the process added value to their career advancement. Further, it was difficult to see a clear link between pay and performance as measured by the 360 system. Therefore BAH employees were not inclined, or necessarily motivated, to achieve the 360-related goals and objectives unless doing so was for personal achievement, such as when an individual was up for a promotion.

Although Bob Little, Joe Stevens and Jane Thompson had different jobs within BAH, they had similar frustrations with the 360 performance assessment system. Stevens voiced their perception that "the assessment was generally ineffective at generating honest and comprehensive feedback." Would it be possible to improve the performance assessment system from within, or should they look for other opportunities in the stagnant job market?

Case Learning Objectives

The BAH performance assessment case can be used to illustrate a number of management topics, including performance assessment systems, employee development, organizational climate, rewards systems, and employee turnover intentions. With a slight change in emphasis, it can be appropriate for MBA or advanced undergraduate courses in Human Resource Management, Organizational Behavior, or General Management. For instance, an HR course might focus more on the specifics of the performance management system, while an organizational behavior course might be more interested in the dynamics of interaction among those rating one another. Graduate students could be asked to bring in additional examples of such systems from their own experience. Students studying the case could:

- 1) Identify the tools, processes, strengths, and weaknesses associated with multi-rater performance feedback systems.
- 2) Understand the relationship between assessment systems and performance at individual, team, and organizational levels (such as motivation, satisfaction, innovation, productivity)
- 3) Gain insight into how performance systems can develop workforce capabilities and individual skills.

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SMYRNA UNIVERSITY HOSPITAL “DEPARTMENT OF INTERNAL DISEASES”: FINALLY WALKING SIDE BY SIDE

Gulem Atabay & Sebnem Penbek
Izmir University of Economics

Case Synopsis

This case describes the managerial transformation experienced at Smyrna University Faculty of Medicine in the “Department of Internal Diseases” (DID). The answer to the question, “What has been changed from 2002 to 2010 in DID?” is demonstrated with examples in the case. Prof. Dr. Selim was the 10th head of DID. In 2010, he had been continuing his third term as DID head. Since his first day, he had spent hours walking around the wards, talking and listening to patients as they poured out their grievances. It was very important for Prof. Dr. Selim to be in touch with everybody around him because he believed that he could learn important details about the department which might have been missed through formal communication. Prof. Dr. Selim was no longer a full time physician and an academician; rather he had become a manager with administrative duties since 2002. DID had been operated like a single hospital in four different buildings stretched through campus with 52 academic staff, 100 medical staff, 65 nurses and 370 employees. DID was the largest clinic of the hospital, and moreover, in terms of academic members, it was comparable to any of the Colleges in the University.

Case Learning Objectives

The primary matter of this case concerns the critical subjects of “Organizational Change and Development” and “The Importance of Leadership Practices in a Change Process.” To analyze the change leader’s profile and the process of change, the text is supported by extracts from the interview with Prof. Dr. Selim and real events experienced in the department are presented with supporting photos in appendices.

This case is best utilized with seniors and master level students in the second half of “Organizational Change and Development” and “Leadership” classes. It can be discussed in two hours of class time and should require two to three hours of outside preparation by students before the class. This case can also be given to the students as a take home exam or homework.

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TOWARDS A WATER ECO-STRATEGY: A COST-BENEFIT ANALYSIS OF FLUSHLESS URINALS

Eugene Allevato & Ashley Burrowes
Woodbury University

Case Synopsis

Potable water is currently used to flush urinals in both public and private buildings in the United States. A California University was urged to consider implementing flushless urinals, in line with its mission statement of promoting green and sustainable initiatives. However, decision makers were caught in a heated debate involving environmental, economic, cultural and political perspectives. The concept of waterless urinals was new, and both cultural and technological barriers presented challenges in persuading users to adopt the waterless urinal. Decision-making was also challenging because of the difficulty to evaluate natural resources and the environmental impact from an economical and value perspective. Students that participated in the sustainability movement went to every restroom on campus and counted a total of 52 urinals. They also found a vendor who had a special price of \$471.58 per unit. Was the flushless urinal really a viable option? How much difference would the flushless urinal really make? If so, would the cost-benefit analysis prepared by the students be enough to convince the decision-makers? What should be the best strategy to implement the flushless urinals? What kind of public policy should be supported? Could the project obtain financial support from the water district?

At the same time, Hugo Sanchez, an executive with the L A. Water District, had recently been invited to join the Board of Governors of a private LA University. After listening to a faculty presentation at his initial board meeting, Sanchez thought that it was imperative for public institutions to have water management plans. Such plans would require analysis not only from a consumption perspective but also from a discharge perspective.

Case Learning Objectives

In the case of urinals, the question is not whether there will be discharge or not but whether to flush or not to flush. As a result of that decision, 40,000 gallons of water per unit per year may be conserved, a significant amount considering the current drought. Of all the bodies of water left on the planet, only 2.5 percent contain freshwater, which must be shared by more than 6 billion people. It has been suggested that it is irresponsible for humans to be flushing drinking water down urinals. Several questions arise from this new awareness: 1) How much more of this precious resource water will have to go down the drain before a smart urinal is installed? 2) What is the cost of doing nothing? 3) What is the ecological impact?

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THE TWIN PEAKS DEVELOPMENT: SMART GROWTH OR NO GROWTH

Deborah Walker & Doug Lyon
Fort Lewis College

Case Synopsis

This case is designed to encourage students to think critically through a series of issues dealing with government annexation of a residential development and how the annexation affects both the City itself and the community at large. The concepts of the tax base, tax revenue generation, city budgeting and other public finance issues are presented; along with the unintended consequences of development on the local economy, environment, and “community character.” In these times of local, state and national budget crises, analyzing these issues is timely and important.

Case Learning Objectives

The issues presented in this case are significant and suitable for students in both undergraduate and graduate classes where topics of public policy, decision-making, public finance, public choice, competition, local development, and economic impacts are being investigated. Specific undergraduate courses where instructors might find this case to be beneficial include, but are not limited to: Public Sector Economics, Public Finance, Public Choice and Environmental Policy.

This case was researched and developed to allow students to meet the following objectives:

- 1) Identify and evaluate public policy concepts and issues and the possible fiscal consequences of a public policy decision;
- 2) Evaluate the diverse impacts of a residential development on a community; analyze the consequences of city annexation decisions, including where the tax burden falls and other city budget implications;
- 3) Analyze and explain their position on a decision (vote) that has specific public policy implications; and
- 4) Analyze and explain their position on a decision (vote) that has potential ecological implications, including the potential for more “green” development.

The authors developed the case for class discussion rather than to illustrate either effective or ineffective handling of the situation. The case, instructor’s manual, and synopsis were anonymously peer reviewed and accepted by the Western Casewriters Association Conference, March 24, 2011, Victoria, British Columbia, Canada. All rights are reserved to the authors. Contact person: Deborah Walker, Fort Lewis College, 1000 Rim Drive, Durango, CO 81301, (970) 247-7624, Walker_d@fortlewis.edu

UNITED STATES TREASURY: RECRUITING GREAT TALENT FOR SENIOR POSITIONS IN A HIGH- PRESSURE ORGANIZATION

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Case Synopsis

Newly appointed US Treasury Chief of Staff Mark Patterson was in the unenviable position of recruiting to fill management roles in the worst economic crisis in recent years. It was March 2009, and Patterson was under great pressure to fill senior positions at Treasury to tackle pressing economic problems. His many challenges included appealing to private sector business leaders who earned substantially more than the government could offer, and ensuring they could pass the more rigorous vetting process implemented by the new Obama administration. Treasury Secretary Geithner wanted to have a Deputy and several Undersecretaries hired immediately, and Patterson was tasked with delivering a recruitment plan by noon on the next Tuesday, March 10, 2009.

Every four years, a newly elected administration was tasked with finding effective leaders to fill important seats in Government agencies. Finding the right leaders was no easy task. The administration needed to identify, vet, and attempt to attract the best talent to help run the nation. But what if there were little incentive to join the government other than patriotism? What if the government salary offered was only a small fraction of what potential leaders could earn in the private sector? Lastly, what if one were asked to help save the nation from the next great depression? Prior to the economic collapse of 2008 and 2009, this great depression scenario seemed farfetched. However, as the US and world witnessed - it occurred. With renewed hope, the newly elected Obama administration set out to find the right leaders to help save the nation from economic despair, particularly in one of the most important government entities: the United States Department of the Treasury. What the Obama administration discovered was that it was much harder than anyone had ever imagined.

Case Learning Objectives

The US Treasury recruitment case is appropriate for MBA or advanced undergraduate courses in Human Resource Management, Organizational Behavior, Business Management, or Public Administration. It can be used to illustrate a number of topics, including recruitment, compensation systems and policy, organizational structure, organizational politics, and strategic human resource systems. It can also be used to demonstrate similarities and differences in practices of business and government, including concerns, goals, resources, and strengths associated with each.

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