

CASE SUBMISSION FORM AND GUIDELINES
Western Casewriters Association Conference
Revised April 16, 2011

Submission guidelines for the Western Casewriters Association are adapted from the submission requirements of the conferences and journal of the North American Case Research Association (NACRA). Please submit your case and instructor's manual to the conference chair indicated in the Call for Cases. When submitting, please provide the following two documents.

A single WORD file with the **CASE SUBMISSION FORM** and **CASE SYNOPSIS**. See guidelines and a sample below. This document is used in preparing the proceedings, and contains the information required for contacting the author(s). It is used only by the conference chair and proceedings editor.

A single WORD file containing the **CASE** and **INSTRUCTOR'S MANUAL**. Given the objective of the conference to provide positive feedback to participants, cases may be submitted with complete or "work in progress" instructor manuals. Our goal is that the conference provides participants with valuable suggestions for completing and improving both the instructor's manual and the case study.

GUIDELINES FOR THE CASE SUBMISSION FORM AND CASE SYNOPSIS

1. **CASE TITLE** (in bold font, all capital letters)
2. **Date of Submission.**
3. **Authors, Affiliations, and email addresses**

Provide the name, affiliation, and email address of each author. Please do not indicate job titles, degrees, or designations such as doctor, Ph.D., etc. For example:

Robert Johnson, City University
rjohnson@cityu.edu

Susanne Smith, Western College
smith@yahoo.com

If the submission is a mentored case, please indicate student authors and/ or faculty supervisors after the names. For example:

Wanee James, City University (student author)
wane@cityu.edu

Wilma Williams, City University (faculty supervisor)
wwilliams@cityu.edu

4. **Contact person:** Name, Affiliation, Address, telephone number, and email address of the contact person.
5. **Certification Statement.** Provide the certification statement with date and signature. (Electronic signatures or typed names are acceptable, although a signature may be requested at the conference.)

6. Guidelines for the Case Synopsis

On a single page, authors should provide a synopsis of the case and its learning objectives. The case synopsis and case learning objectives may be published in the proceedings and posted on the WCA website.

- Font: Times New Roman size 12 font for text, size 10 font for statements and footnotes.
- Margins: 1 inch on each side.
- Text: single spaced, left justified.
- **CASE TITLE:** Centered, bolded, and fully capitalized in one or two lines. Do not underline.
- Leave one blank space after the title.
- Type the authors' names and affiliations, centered but not in bold. For multiple authors, use the ampersand (&) and avoid replications of affiliations by grouping authors per organization. Leave one blank space after the last line of the authors and affiliations. For example:

WIDGETS-R-US: STRATEGIC IMPLICATIONS OF THE ECONOMIC DOWNTURN

Robert Johnson, City University & Susanne Smith, Western College

For a mentored case, indicate students and faculty supervisors as appropriate. For example:

GADGETS-R-US: BEATING WIDGETS AT ITS OWN GAME

Wanee James (student author) & Wilma Williams (faculty supervisor), City University

- **Subtitles:** Centered, bold, and underlined. Do not capitalize. Leave one blank space before and after each of the two subtitles.
- **Case Synopsis:** Provide a short synopsis of the case study. If the case requires a decision, indicate what decision needs to be made in the synopsis. Write all in the past tense.
- **Learning Objectives:** Provide information about what can be learned by using the case and where your case might be used (for example, at what level in what type of course).
- **Author Statement** with standard wording and contact information, namely:

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 submitted to the Western Casewriters Association Conference. All rights are reserved to the authors. Contact person Name, address, phone, email.

GUIDELINES FOR THE CASE STUDY and INSTRUCTOR'S MANUAL

Please provide in one WORD file the case study and instructor's manual. Both will be sent to reviewers. Do not include author information any place in the document. Be sure to delete author identification from the "Properties" of the WORD file. (Click File, Properties, Summary and delete identifying information.)

- Font: Times New Roman size 12 font for text, size 10 font for statements and footnotes.
- Margins: 1 inch on each side.
- Text: single OR double spaced, left justified.
- **CASE TITLE:** Centered, bolded, and fully capitalized in one or two lines. Do not underline.
- **Subtitles:** Centered, bold, and underlined. Do not capitalize. Leave one blank space before and after each of the two subtitles.

The **CASE STUDY** may be organized in any number of different ways. We recommend that novice authors examine cases published in the *Case Research Journal* for content and organization of outstanding cases.

However, the Western Casewriters Association welcomes submissions of diverse types, formats, styles, and learning objectives – from both experienced casewriters and novices. We expect that the feedback you receive from reviewers (prior to the conference) and colleagues (at the conference) will help you move your case forward toward publication of your case study.

Swiercz (2000) identified four different types of case studies. All four types (and combinations) are acceptable submissions to the WCA Conference:

a) Profiles. These are descriptive studies that inform the reader about an organization (its history, milestones, approach to business, and policies) or an industry. Sometimes, these types of cases are used to provide "memorable examples" (Swiercz, 2000, p. 3) of well-known organizations.

b) Decision-making Episodes. These cases require the reader to make a decision or advise a protagonist in the case about what decision to make. Decision-making episodes are preferred by some journals, such as the *Case Research Journal*, and tend to be popular with students.

c) Theoretical Explorations. These cases can be used to test a management theory: how well does it apply in practice? Is a theory or a conceptual framework a useful and applicable to a given real-life example?

d) Ethical and Legal Confrontations. These cases are used to explore how a law or regulation applies in practice to real situations in organizations. Often, the reader is required to juxtapose the demands of a real situation, requirements as indicated in law, and her own personal and cultural values. What is the best "business" solution to the problem in the case? What are the legal requirements? What is the ethical response? What are the tradeoffs between compliance and organizational outcomes?

Submissions should be written with the following guidelines in mind:

- The case study should be written entirely in the **past tense**. Authors should imagine the case being read one or two years in the future, after the events have already transpired.
- Short sections with headers in bold or underlined are preferred over long sections.
- The use of direct quotes (in quotation marks) is often very effective.
- Inclusion of photographs, diagrams, charts, graphs, and financial statements is appropriate and may be done in the body of the case or attached to the end of the case as appendices.

Submissions should contain an **INSTRUCTOR’S MANUAL** (also called “Technical Note” or “Teaching Notes.”) For the WCA Conference, submissions may contain an Instructor’s Manual (IM) that is fully developed or one that is still a “work in progress.” Suggestions for Instructor’s Manuals can be found on the NACRA website, see www.NACRA.net. Feedback at the conference will help authors refine or complete the instructor’s manual. An instructor’s manual could contain the following information: For example:

INSTRUCTOR’S MANUAL: TITLE OF YOUR CASE STUDY

1. Case Synopsis

As described above.

2. Case Learning Objectives

As described above, but if appropriate with more detail on what can be learned when using the case, and in what courses / levels / parts of a course where the case might fit.

3. Discussion Questions

Provide questions (perhaps 3 to 7) that could guide the discussion of the case, or could be assigned to students for written work prior to an in-class case discussion.

4. Research Method

Indicate the methods used in researching the case, and in particular if primary or secondary data were used. Also indicate if any of the researchers has a relationship with the organization (such as a paid consultant, employee, part-owner, etc.). Indicate the extent of disguise, or instead indicate that no data have been disguised.

5. Experience Teaching with the Case

Indicate if the case has been class tested, and (if appropriate) if the case could be taught with certain exercises, videos, or activities.

6. Conceptual Analysis

Indicate what theories, conceptual models, or laws are relevant to the learning objectives of the case and how they apply to the case.

7. Possible Answers to Discussion Questions

Provide brief answers to the discussion questions presented in number 3 above.

8. Notes and References

Endnotes, and list your references using a standard format for citations.

See the abbreviated example that follows.

CASE SUBMISSION FORM
Western Casewriters Association Conference

1. Case Title

WIDGETS-R-US: STRATEGIC IMPLICATIONS OF THE ECONOMIC DOWNTURN

2. Date of submission

February 1, 2009

3. Author(s), Affiliation(s), and email(s)

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5. Certification Statement

In submitting this case for the Western Casewriters Association Conference, the author(s) certifies (certify) that it is original work, based on research of real events in a real organization. It has not been published previously. Copyright holders have given written permission for the use of any material not permitted by the "Fair Use Doctrine." For cases based on primary research, the author(s) have obtained from the organization described in the case a release authorizing the publication of information included in the case synopsis. I (we) understand that the case synopsis may be published in the Conference Proceedings and posted on the website of the Western Casewriters Association. All rights for subsequent publication and for publication of the full case are reserved to the author(s).

Date:

Signature:

HOMEBOY INDUSTRIES: STOPPING BULLETS WITH JOBS

Stephen J.J. McGuire, Alice Lan, Antonio Flores, Christina Eaves,
Hui-Hsin Chen, Kadiri Mjadhani & Selam Mesfin
California State University, Los Angeles

Case Synopsis

“Nothing Stops a Bullet Like a Job,” was the motto of Homeboy Industries, a Los Angeles nonprofit dedicated to providing job training, work experience, job referrals, and job placement. For nearly 20 years, Father Gregory Boyle, affectionately referred to as “Father G,” had been on a mission to change lives for the better by finding jobs for former gang members and ex-convicts. From the late 1992 to 2008, Homeboy Industries had expanded and diversified. In 2008, it was comprised of a newly constructed headquarters, which housed the Homeboy Bakery, Homegirl Café, the Homeboy Merchandise store, Homeboy Maintenance and, at an outside location, Homeboy Silkscreen. Homeboy’s services and assistance programs included the Jobs For A Future (JFAF) program, Work Is Noble (WIN) program, Ya’stuvo Tattoo Removal service, mental health counseling, a release/transition program, and a community service department.

The case describes the challenges faced by Ramon Monxi Flores, Homeboy Industries’ Job Development Supervisor. In 2008, Father Boyle gave Monxi an annual goal to place 1,000 clients in outside employment, a 333% increase over the previous year. Monxi knew that this would not be an easy task. How could Monxi convince employers to hire 1,000 former gang members and ex-convicts? Was knowing that they could change a life enough of a reason for them to hire from this risky labor pool? What could Monxi do to meet his ambitious 2008 goal?

Case Learning Objectives

The Homeboy Industries case is appropriate for advanced undergraduate or graduate courses in Nonprofit Management / Social Entrepreneurship or in Human Resources Management, where different aspects could be emphasized. In a Nonprofit Management or Social Entrepreneurship course, students could apply concepts they have learned in strategy analysis, assessment of the external environment, identification of distinctive competencies, and program outcome assessment. In a Human Resources Management course, students could learn about the complexities of hiring from a special labor pool; and reinforce learning about the legal concepts of negligent hiring and negligent retention.

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 19, 2009, Midway, Utah. All rights are reserved to the authors. Contact person: Stephen J.J. McGuire, CSULA Entrepreneurship Institute, California State University, Los Angeles, 5151 State University Drive, STF 709, Los Angeles, CA 90032, (323) 343-2897, steve@mcguire.net.

HOMEBOY INDUSTRIES: STOPPING BULLETS WITH JOBS

Ramon “Monxi” Flores was sitting in Father Boyle’s office when Carlos came through the door. Carlos was 24, had recently been released from Corcoran State prison after serving a 10 year sentence. He had a shaved head and appeared to be dipped in tattoos with two prominent devil horns on his forehead. Carlos had never had a job before. Father Boyle understood why he might not necessarily get hired right away and gave him an opportunity to work in the Homeboy Silkscreen division. The day after Carlos had started the job, Father Boyle called to ask him how it felt to be working. Carlos replied, “It feels proper...I’m holding my head up high.”

For nearly 20 years, Father Gregory Boyle, affectionately referred to as “Father G” or “G-Dawg,” had been on a mission to find jobs for former gang members and ex-convicts, whose “burdens are more than they can bear.” Father Boyle pled his case before audiences nationwide in hope that an employer might be listening and would want to be “a part of the solution.” Homeboy Industries, a non-profit organization founded by Father Boyle in the East Los Angeles district known as Boyle Heights, was primarily a job development and placement service provider. Although Homeboy Industries had an open door policy, its primary objective was to assist at-risk youth, former gang members, and ex-offenders in finding employment.

ETC.

INSTRUCTOR'S MANUAL

HOMEBOY INDUSTRIES: STOPPING BULLETS WITH JOBS

1. Case Synopsis

“Nothing Stops a Bullet Like a Job,” was the motto of Homeboy Industries ...

ETC.

2. Case Learning Objectives

The Homeboy Industries case is appropriate for advanced undergraduate or graduate courses in Nonprofit Management / Social Entrepreneurship or in Human Resources Management, where different aspects could be emphasized. In a Nonprofit Management or Social Entrepreneurship course, students could apply concepts they have learned in strategy analysis, assessment of the external environment, identification of distinctive competencies, and program outcome assessment. In a Human Resources Management course, students could learn about the complexities of hiring from a special labor pool; and reinforce learning about the legal concepts of negligent hiring and negligent retention.

a. Strategy Assessment – External Environment. Expose students to a non-profit organization providing a unique service, with its own special challenges and constraints. Strategic analysis of Homeboy Industries’ external environment and the organization’s strengths, weaknesses, opportunities and threats.

b. Nonprofit Management – Assessment of Outcomes. Like many nonprofits, Homeboy Industries struggles with how to assess its own performance. The case allows a discussion of the importance of outcome assessment, and lends itself to recommendations for doing so.

c. Negligent Hiring and Negligent Retention. The case can be used to explore and explain employers’ legal liabilities resulting from hiring practices, in particular, the concepts of negligent hiring and retention when workplace violence occurs.

d. Management. The case should allow students to explore strategic and tactical actions that Monxi and the Job Developers need to take to meet the aggressive 2008 job placement targets.

3. Discussion Questions

1. Describe the competitive environment of Homeboy Industries’ Job Placement business. (Use Porter’s 5-Forces Model.)
2. What are Homeboy Industries’ strengths, weaknesses, opportunities, and threats?
3. Briefly describe Homebody Industries’ strategy, and identify its distinctive competencies.
4. What are the major challenges faced by Monxi Flores and the Job Developers?
5. What are the difficulties of assessing Homeboy Industries’ performance? How would you go about assessing its outcomes?
6. What short and long term actions should be taken by HBI so that Monxi Flores and the Job Developers reach their job placement objectives?

4. Research Method

The case was prepared based on visits and observation at Homeboy Industries, publicly available information, and interviews with Ramon Monxi Flores of Homeboy Industries, HBI job placement clients, and Robbie Hunter, president of the Iron Workers Local 433. None of the authors is in any way affiliated with Homeboy Industries. All photographs were approved for release and inclusion in the case by the principals and Homeboy Industries. No names or data have been disguised.

5. Experience Teaching with the Case

The case was class tested in two undergraduate general management classes and one graduate (MBA) Human Resources Management course, at a large urban university.

6. Conceptual Analysis

Strategy Assessment – Both Porter’s and Miles and Snow’s frameworks can be used to classify HBI’s strategy. Porter’s 5 forces can be used to assess the external environment, and a SWOT analysis may be used to understand Homeboy’s current position. (See answers to Discussion Questions 1 and 3.).

Distinctive Competencies are what explain an organization’s success over time. By definition, they are hard-to-imitate organizational resources or capabilities that allow the nonprofit to access and/ or serve beneficiaries or funders (or both) better than other organizations can. (See answers to Discussion Question 3.)

Negligent Hiring and Negligent Retention – legal theories to explain employer liability for workplace violence that results from hiring someone whom the employer knew, or should have known, might engage in violence. (See answers to Discussion Question no.4.)

7. Possible Answers to Discussion Questions

1. Describe the competitive environment of Homeboy Industries’ Job Placement business.

Using Porter’s 5 Forces Model, one can observe that the buying power of customers**ETC.**

8. Notes and References

1. “Father Boyle, Founder of Homeboy Industries,” Fresh Air from WHYY (Sept. 10, 2004)

2. “The Way to the Future,” Speaker Presentation, Father Boyle, Companions in Mission Conference (May 25, 2004).

3. Ramon Monxi Flores, personal interview, Homeboy Industries, Los Angeles, CA, November 12 and 14, 2007.