

# PROGRAM AND PROCEEDINGS WESTERN CASEWRITERS ASSOCIATION CONFERENCE



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Held on June 16, 2021  
by Zoom© Virtual Conference

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Edited by Melanie Reed

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# WCA 2021 SPONSORS

The Western Casewriters Association expresses its gratitude to our generous sponsors:



**SCHOOL OF BUSINESS and ECONOMICS**



# PRESIDENT'S WELCOME

Dear Colleagues,

Once again in 2021 we are meeting from a distance for our Western Casewriters Conference. This past year has been very challenging for all with numerous global uncertainties surrounding the COVID-19 pandemic as well as the resulting challenges we have faced in our individual and academic lives.

The Western Casewriters Association was founded with the mission to help train, develop, and support case writers. We strongly believe in creating a supportive environment that encourages people to start, develop and write interesting business cases. We believe in a mentoring culture where the more experienced members share their insights and ideas with new case writers to continue the development of our field.

My thanks to Melanie Reed for her work in organizing this year's virtual conference. She has built on the success achieved in our distance collaboration experiment in 2020 and we have received submissions from a global audience. We have been introduced new and innovative ways using virtual interfaces to meet and communicate with each other and to provide feedback, share ideas and motivate each other to success in our case writing efforts.

Now more than ever it is important that we continue to take time to meet with each other and share our experiences, hopes and concerns moving forward. As compared to a year ago, there is renewed optimism as we receive vaccinations we can cautiously return to a more traditional normality. This will provide us with additional inspiration to share our experiences during this period in our cases and mentorship going forward.

Thank you to each of you for continuing to keep Western Casewriters Association relevant and successful.

Wayne Singular  
President, Western Casewriters Association

# WCA 2021 PROGRAM SCHEDULE

<b>Wednesday, June 16, 2021</b> <i>(All times Pacific Daylight Time)</i>		
<b>Time</b>	<b>Location</b>	<b>Agenda</b>
8:30 – 8:50 am	Zoom – Full	Welcome (Melanie Reed, WCA Program Chair) Welcome Remarks (Wayne Singular, President of WCA) Roundtable Etiquette & Feedback Process (Melanie Reed)
8:50 – 9:45 am	Zoom - Group	Roundtable Discussions of Cases (1)
9:45 – 10:00 am		Break
10:00 – 10:55 am	Zoom - Group	Roundtable Discussions of Cases (2)
10:55 – 11:10 am		Break
11:10 am – 12:05 pm	Zoom - Group	Roundtable Discussions of Cases (3) and wrap up of case discussions (return to earlier unfinished discussions if needed.)
12:05 – 12:30 pm		Bring Your Own Lunch
12:30 pm – 1:00 pm	Zoom – Full	Guest Speaker – Amber L. Wright
1:00 – 2:15 pm	Zoom - Full	Award Presentations - Best Case - Best Mentored Case Reviewer Appreciation Reviewer Invitation (WCA and JCRI) Choose WCA Program Chair for 2023 Conference
2:15 – 3:00 pm	Zoom - Full	WCA Board Meeting: - <i>Treasurer's Report</i> - <i>Journal of Case Research and Inquiry</i> - <i>Other New Business</i>

# WCA 2021 TABLE ASSIGNMENTS

**Leads:** Please arrange for a notetaker for each case discussion and keep an eye on the clock to ensure that all cases receive thoughtful and thorough feedback. The order of case discussions may be changed to accommodate the needs of participants.

## Table A

Lead	Author(s)	Case
<b>Wayne Singular</b>	Franziska Renz Julian Vogel, (The University of Texas at El Paso)	<b>Ripple Makes Waves</b>
	Sagarika Arogyaswamy, California University of Science and Medicine  Kamala Gollakota, University of Redlands	<b>Tough Decisions at the ABC County Hospital</b>
	Dr. K B S Kumar, ICFAI Business School	<b>Twiga – A B2B Agritech Startup’s Innovative Solution to Improve Food Security in Kenya</b>

## Table B

Lead	Author(s)	Case
<b>Nina O’Brien</b>	Salvador G Villegas Pamela Monaghan-Geernaert, Northern State University	<b>Boise Coffee Company: Entrepreneurial Activism or Cancel Culture?</b>
	Ali Taleb Subhadip Ghosh, MacEwan University	<b>Cash Assist or Shark Loan: An opportunity to do well while doing good?</b>
	Benjamin Anderson Caroline Chen George Whaley, San Jose State University  Craig Davis, Ohio University	<b>Internal Politics, Policy &amp; Precedent: Handling Bullying in Academia</b>

Table C

Lead	Author(s)	Case
<p><b>Teresa Martinelli</b></p>	<p>Elham Malik, Indian Institute of Technology (Banaras Hindu University)</p>	<p><b>Buurtzorg Nederland: Elucidating an Elusive Homecare Model</b></p>
	<p>Roopal Gupta Tanuja Sharma, Management Development Institute</p>	<p><b>Sterlite Copper: Who Is At Fault?</b></p>
	<p>Kathryn Aten Anita Salem, Naval Postgraduate School</p>	<p><b>Balancing Participation and Control Online: The Female Navy Officers Facebook Group</b></p>

# ABOUT THE WESTERN CASEWRITERS ASSOCIATION

The Western Casewriters Association (WCA) Conference is held yearly in conjunction with the Western Academy of Management (WAM). Participants can attend both conferences. The WCA Conference is a unique opportunity to engage with other case writers in a small group format to exchange feedback and polish a case, learn about using cases in the classroom, get a peer-reviewed conference and proceedings on a vita, and enjoy presentations from leading case researchers and case educators.

The WCA Conference is an excellent professional opportunity because it is a "developmental" meeting designed to provide feedback from experienced case researchers. Submissions are double-blind peer reviewed. Participants at the conference will have their cases reviewed by other authors. The objective is to help participants move their cases towards journal publication.

## HISTORY

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 roundtable format since then to help train, develop, and support case researchers.

Past presidents of the organization include:

Sally Baack  
Jyoti Bachani  
Issam Ghazzawi  
Leslie Goldgehn  
Duane Helleloid  
Anne Lawrence  
Teresa Martinelli  
Steve McGuire  
Joshua Mindel  
Bruce Robertson  
Keith Sakuda  
V. Seshan  
Jeff Shay  
James Spee  
Teri Tompkins  
Michael Valdez  
George Whaley  
Joan Winn  
Andrew Fergus  
Deborah Walker  
Nina O'Brien

## 2020 – 2021 WCA OFFICERS

President: **Wayne Singular**, Thompson Rivers University

President Elect & Program Chair 2021: **Melanie Reed**, Thompson Rivers University

Treasurer: **Teresa Martinelli**, University of La Verne

## 2021 WCA REVIEWERS

This conference would not be possible without the dedication contribution of our many reviewers who provide thoughtful, thorough, constructive and timely feedback on cases. **Thank you so very much for your valuable service to WCA!**

**Kathryn Aten**, Naval Postgraduate School

**Andrew Fergus**, Thompson Rivers University

**Kent Lutz**, University of Cincinnati

**Theresa Martinelli**, University of La Verne

**Franziska Renz**, The University of Texas at El Paso

**George Whaley**, San José State University

**Wayne Singular**, Thompson Rivers University

**Nina O'Brien**, California State University, Los Angeles

**Julian Vogel**, The University of Texas at El Paso

**Tom Buckles**, The Avodah Group

**John Walsh**, University of Guelph

**Sal Villegas**, Northern State University

**Craig Davis**, Ohio University

**Elham Malik**, Indian Institute of Technology

**Ali Taleb**, McEwan University

**Subhadip Ghosh**, McEwan University

**Caroline Chen**, San José State University

**Benjamin Anderson**, San José State University

# WCA AWARDS PROCESS

Two awards will be given at the WCA Conference this year. Reviewers reviewed cases as well as nominated cases to receive an award. The Conference chair then reread the cases that were nominated in order to determine the winners in consultation with WCA officers. This was a very difficult process, there were many very good cases submitted to the Conference this year.

The first award presented at the Conference will be the “Best Case Award”, for which all submissions are considered. The second award presented at the Conference will be the “Best Mentored Case”, which recognizes the best case written by a student author(s) with the guidance of a faculty mentor.

Award winners will be recognized at the close of the Conference.

## 2020 Award Winners

### Best Case Award:

NRI Distribution: Scaling a Values-Based Culture

**Melanie Reed**

Thompson Rivers University

### Best Mentored Case:

Talk to Amber About Growth

**Claudia Barrulas Yefremian** (Student Author)

**Josue Arvayza**, (Student Author)

**Nina O’Brien** (Faculty Mentor)

California State University Los Angeles

## 2019 Award Winners

### Best Case Award:

Mostly Mental Shuttles: Now is the Time to Grow

**Wayne Singular**

Thompson Rivers University

### Best Mentored Case:

Los Angeles Apparel: Growing Pains

**Ezra Pugh** (Student Author)

**Ellen Drost** (Faculty Mentor)

California State University Los Angeles

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

The Western Case Writers Conference (WCA) is a developmental workshop. Each person contributes to each case discussion and in turn receives feedback from each other person at their roundtable. Participants' preparation prior to the WCA and active participation at the WCA 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

The purpose of the WCA 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) (aka TN teaching notes). The discussion process is rigorous yet done in a supportive manner. You should expect that the first case discussed, long or short, would take more time than those that follow. Some issues will occur in several cases; discussion need not be repeated in detail after the first time the issues arise.

## PREPARING FOR CASE ANALYSES & FEEDBACK

The focus should be 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 instructor's manual 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? To faculty? To potential journals?
- ✓ 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 (typically the sequence that is on the Table Assignments document is followed). Be sure there is a recorder for each case. Guide the discussion. Keep the focus on important issues, not on proofreading. Discourage repetitious comments. Be sure to be a timekeeper or assign one.

**Recorder:** Document the substance of comments. A copy of each case and IM will be emailed to each table participant. Provide your notes to the case author(s).

**Case Author(s):** Prepare some opening remarks that explain why you wrote the case, how you have used it in class (if you have), and any issues you are having with the case. Listen to the comments and ask questions.

**Discussants and Participants:** Review cases thoroughly, provide feedback, 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. We have planned the WCA Conference to provide interesting, enjoyable, and instructive activities.

## AFTER THE CONFERENCE

Revise your case and IM to develop and improve as needed. Carefully consider all session comments; some changes may not be appropriate or feasible; you must decide what to change and not to change. Some suggested data might not be available. However, you are likely to see the more cogent changes you do not 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. Ask 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 did not include. (The author always knows details not included in the case.)

Submit your revised Case and IM to the *Journal of Case Research and Inquiry* (JCRI), the *Case Research Journal* (CRJ), or to another scholarly 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, do not be vexed, as 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. Note however, that any earlier acceptance by book authors disqualifies your case for most journals. Book acceptances often carry merit, depending on your university, but rarely have as much academic credit as acceptance by a peer-reviewed journal.

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“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, Stephen McGuire, Duane Helleloid, and Leslie Goldgehn for WCA’s purposes. Some edits were made by Deborah Walker in 2018. WCA thanks NACRA for use of the document.

# PUBLISHING YOUR CASE

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 is what you want and that is what WCA wants for you.

For a list of publication opportunities, visit “Case Publishing Outlets” through the link on our website, [www.westerncasewriters.org](http://www.westerncasewriters.org).



## CALL FOR CASES, NOTES, AND ARTICLES: JCRI

The *Journal of Case Research and Inquiry* (JCRI) is the peer reviewed online publication of the Western Casewriters Association (WCA) and is listed in *Cabell's Directory of Publishing Opportunities*. The JCRI publishes (1) TEACHING CASE STUDIES in business and public administration, nonprofit management, social entrepreneurship and economic policy; (2) NOTES - industry or theoretical analyses to accompany cases; and (3) ARTICLES on case research and teaching with cases.

JCRI publishes cases, notes, and articles online. That way they are available full-text and free of charge to educators and students. Educators are encouraged to place in their syllabi links to JCRI cases, notes, and articles.

Authors should review the JCRI submission guidelines by visiting JCRI's web page <http://www.jcri.org/>. Authors may contact the editor, Steve McGuire or associate editor, Deborah Walker, at [editor@jcri.org](mailto:editor@jcri.org).



# NACRA

NORTH AMERICAN CASE  
RESEARCH ASSOCIATION

## CALL FOR CASES: CRJ

The *Case Research Journal* (CRJ) is published by the North American Case Research Association (NACRA). The CRJ is the leading academic journal for cases in business and related disciplines in North America. The Case Research Journal publishes outstanding field-research-based, decision focused teaching cases drawn from research in real organizations, dealing with issues in all administration-related disciplines. Occasionally, the Journal publishes papers concerning case research, case writing or case teaching. All manuscripts are double-blind refereed by Editorial Board members and ad hoc reviewers.

The journal publishes four issues a year and has an acceptance rate of approximately 20 percent. Cases published in the CRJ are distributed directly to libraries and subscribers and online through NACRA's publishing partners, including, Harvard, Ivey, The Case Centre, McGraw-Hill Create, Pearson Collections, and Study.net. Authors should review the CRJ submission guidelines by visiting NACRA's web page <https://www.nacra.net/case-research-journal/>.

Authors may contact the editor, Gina Grandy at [crj.editor@uregina.ca](mailto:crj.editor@uregina.ca) if they have questions.

# WCA 2021 ACCEPTED CASE SYNOPSES

Case synopses may have been edited for length and format. WCA authors retain all rights to their intellectual work product; please contact the author(s) for permission to reproduce or use a case.

## Ripple Makes Waves

Franziska Renz

Julian Vogel

(The University of Texas at El Paso)

### **Case Synopsis**

On December 22, 2020, the Security and Exchange Commission (SEC) sued Ripple over unlawful offer and distribution of securities. The SEC claimed that Ripple failed to register its digital asset XRP as a security, despite having received legal advice that XRP might be considered a security. Not registering XRP as a security required much less disclosure and allowed Ripple to build an information monopoly (Securities and Exchange Commission v. Ripple Labs, Inc., Bradley Garlinghouse, and Christian A. Larsen, 2020). In its defense, Ripple argued that XRP was not a security but rather a cryptocurrency, and referred to security regulators in the UK, Japan, and Singapore which did not classify XRP as a security (Securities and Exchange Commission v. Ripple Labs, Inc., Bradley Garlinghouse, and Christian A. Larsen, 2021a).

The SEC and Ripple face each other in this high-stakes case of an asset that many investors perceive to be a cryptocurrency. Thus, uncertainty on the markets has increased and the price for XRP has dropped. You already hold some XRP. If Ripple were to win the lawsuit, now would be the perfect time to invest. However, if the SEC were to win, the value of XRP would likely slump. You have to make your decision quickly since Ripple announced an unexpected press conference. Every new piece of information will change the price and potentially the outcome of the lawsuit. What do you expect Ripple will announce? Will the court uphold the claims from the SEC or can Ripple successfully defend itself against the allegations? How are you going to update your investment portfolio?

## Tough Decisions at the ABC County Hospital

Sagarika Arogyaswamy  
(California University of Science and Medicine)

Kamala Gollakota  
(University of Redlands)

### **Case Synopsis**

There are two vignettes. The first relates to a medical resident's unwillingness to take the COVID-19 vaccination. In this scenario, the Head of Internal medicine, Dr. Rebecca Johnson is confronted with a situation where a senior resident, Dr. Kara Wilson is unwilling to take the COVID-19 vaccination for personal reasons. She is however willing to wear PPE. The attending physician, Dr. Jessie Smith is upset by her decision and feels she might expose vulnerable patients to COVID even with PPE. He does not want her to work with ICU patients but is aware that if he does not let her work in the ICU, she will not be able to finish her residency. Dr. Johnson, needs to make a decision on how to address this issue.

The second vignette is about the medical student Clerkship committee whose goal is to facilitate communication between the hospital administrators and the medical school to help medical students rotate through various departments successfully. There are two issues facing the clerkship committee. The first is based on news that 4 students have got COVID. The committee is wondering how to keep students safe and give them a good educational experience. Keeping them safe means not allowing them to be in contact with patients who might potentially have COVID. But students need to work in hospitals to learn how to be doctors. Immediately after graduation students have to start treating people, the time spent rotating is very valuable. The second decision is regarding a policy that requires students going out of state to quarantine for 10 days. With only 10 days of vacation, the quarantine will mean students cannot visit their families. There is a possibility that students will go out of town without reporting it. The issue is of creating policies that the school has no control in implementing.

## Twiga – A B2B Agritech Startup’s Innovative Solution to Improve Food Security in Kenya

Dr. K B S Kumar  
(ICFAI Business School)

### **Case Synopsis**

Twiga, a mobile-based B2B tech platform supplied fresh fruits and vegetables sourced from farmers in rural Kenya directly to small and medium sized vendors and kiosks known as Mama Mobgas, in Nairobi. It was founded by Grant Brooke, a US-based researcher and Peter Njojo (Njojo), General Manager at Coca-Cola, Easat Africa, with the aim to address the issues that were plaguing fresh produce supply chain in Kenya.

Twiga linked the unorganized vendors to the farmers through its proprietary cashless mobile technology platform. The platform had offered three primary functions: it matched supply and demand between small scale farmers and vendors, procured fresh produce from the farmers, and organized efficient supply chains with the help logistics and warehouse platforms, towards successful delivery of orders to the vendors. In the process Twiga eliminated the middlemen, minimized post-harvest losses, and lowered the price of the fresh produce. As a result, farmers got assured offtake and a better deal for their crop and vendors got good quality produce delivered at their doorstep.

This highly scalable and replicable model of Twiga created a manifold impact. It was expected to help in fixing the economy of Kenya by controlling the food prices, and by reducing the share of disposable income people spent on food (which was 45%). Twiga’s model was found to be highly suitable to address the challenges of food insecurity, food safety and food inflation. Experts said that such systems were needed, not only in Kenya and Africa, but also in other developing and populous countries, which were likely to face food shortage in the future.

As Twiga spread its wings, attracting venture capital and investments, it went on to add a number of products, including FMCG products, to its supply chain. The CEO, Njonjo had ambitious goals to expand Twiga to more countries in Africa. In the process is the company moving away from its basic purpose – that of serving the farmer?

## Boise Coffee Company: Entrepreneurial Activism or Cancel Culture

Salvador G Villegas  
Pamela Monaghan-Geernaert  
(Northern State University)

### **Case Synopsis**

In Fall 2020 Boise State University contracted a locally owned and operated coffee shop to open a location on-campus. The shop owner was engaged to a police officer who had been permanently injured in an altercation with a dangerous fugitive. For his sacrifice, this police officer was awarded the Medal of Honor from the City of Boise. To support her fiancé, the coffee shop owner displayed a Thin Blue Line Flag on the front door of her off-campus location. Students heard of this display and began to voice their objections through administrative and social media channels. The business countered back at claims that they supported racism and ultimately asked to be released from their contract with the University. They closed their on-campus business having only operated the for less than two months. Media representation of this case created a vocal response both from those who support the business' use of this imagery, and those who support the student's decision to boycott this business.

This factual case presents the challenges of how a university struggled with meeting the needs of key stakeholders as students and an on-campus business are on opposite ends of the sociopolitical spectrum. This nationally report story is one that pitted students against a coffee shop, the coffee shop against the school, and ultimately the state legislature against the University. The forces of both corporate and consumer activism are well on display within this business case and allow for a rich analysis regarding the need to identify the ideal legal, ethical, and strategic decision for all parties involved.

## Cash Assist or Shark Loan: An opportunity to do well while doing good?

Ali Taleb  
Subhadip Ghosh  
(MacEwan University)

### **Case Synopsis**

Jim Kamal, 24 years, was a socially conscious entrepreneur at heart. Based in the city of Edmonton, Canada, he had just completed his undergrad studies in Accounting and was exploring the opportunity of starting a Payday Loan business he would name Cash Assist. While doing market research, he came across some important information that made his decision difficult. On the one hand, the opportunity appeared to have great potential for superior return on investment. On the other hand, the industry clearly suffered from a bad image due to what the press and government representatives qualified as unethical commercial practices. This was in contradiction with Kamal's personal values and professional objective – doing good while doing well.

Against this background, Jim Kamal was wondering whether Cash Assist would be the right opportunity for him to pursue. And, if yes, how could he make it consistent with his personal values and professional objective?

## Internal Politics, Policy & Precedent: Handling Bullying in Academia

Benjamin Anderson  
Caroline Chen  
George Whaley  
(San Jose State University)

Craig Davis  
(Ohio University)

### **Case Synopsis**

Reed Billings, a tenured faculty member in the School of Management at Bay State University (BSU), filed an official grievance against Professor Frank Burns, the School of Management Assistant Director. Although Billings had not been the recipient of Burns's confrontational behavior, he believed that a recent outburst by Burns towards an untenured non-Ph.D. faculty member was enough to be considered workplace bullying. Billings felt that he needed to do something beyond informally talking with Burns about how his behavior. The School of Management Director indicated he would not address Burns's behavior unless a grievance was filed. Since junior faculty felt powerless to submit a grievance against Burns, Billings felt that the task fell upon his shoulders. After clicking the blue send button which submitted his grievance to the Director, Billings reflected on his decision to submit the grievance and wondered whether the reasons supporting the grievance were "solid". Students are asked to analyze concepts related to the workplace environment, BSU policy, and state and federal laws at the time to assess whether the CPEC should rule in favor of Billings's grievance and what impact this ruling would have on the School of Management's workplace environment.

## Buurtzorg Nederland: Elucidating an Elusive Homecare Model

Elham Malik

(Indian Institute of Technology, Banaras Hindu University)

### **Case Synopsis**

“Humanity above bureaucracy”, was the motto of Jos De Blok, a community nurse from the Netherlands with rich experience in the homecare industry, who founded Buurtzorg Nederland, a self-managed non-profit home care organization, in 2006 to present an alternative to the conventional home care organizational model. He mentioned this motto in his 2015 TEDxTalk. He hired the nurses with the right skills, experience, and entrepreneurial attitude to work as caregivers at Buurtzorg. Caregivers operated in small teams of ten to twelve members. These teams were distributed all across the Netherlands. The caregivers at Buurtzorg Nederland provided care facilities to the critically and sub-critically ill home care subscribers while also serving the senile population in the locality of their operation. At Buurtzorg Nederland, the nurses provided the medical and support services in contrast to their bureaucratic counterparts. Less than one percent of staff acted as the formal support staff. The rest of the staff, including the founder, were qualified community nurses. Buurtzorg Nederland garnered an annual turnover of 280 million euros by 2014. Buurtzorg Nederland operated with over 850 teams, with 10000 caregivers serving all across the Netherlands by 2016 and had become functional in 24 countries. At Buurtzorg, the nurses were de-conditioned to develop the ability and freedom to inquire into whether their day-to-day job activities were meaningful or there existed a more uncomplicated way to perform them and know the modus operandi of the organization.

Is self-managed homecare the future of the homecare industry? Are the revolutionary Human Resource Management practices at Buurtzorg an answer to recruitment inconsistencies? Are self-managed homecare organizations relevant in the Indian context with Buurtzorg Nederland’s subsidiary inaugurated in India in 2018? If so, what are the metrics of success and applicability of self-managed homecare organizations in the Indian context?

## Sterlite Copper: Who Is At Fault?

Roopal Gupta  
Tanuja Sharma  
(Management Development Institute)

### **Case Synopsis**

Sterlite Copper was a subsidiary of Vedanta Resources, the UK-based mining and metals conglomerate. Since its inception in 1994, the organization had been through a myriad of controversies, ranging from manipulative compliance practices, legal hassles arising out of land acquisition and depleting environment around its plant in Thootukudi (Tuticorin), Tamil Nadu, India. While on one hand the organization had an aspirational plan to expand and double its copper production, on the other hand various sectors of project affected people were raising voice in agitation due to the alleged misconduct by Sterlite and its impact on the lives of villagers surrounding the plant.

These agitations took a violent turn in May 2018 and unfortunately led to 13 agitators losing their lives. A detailed probe ensued where first the government cut-off electricity and closed the plant, then NGT ordered it to open, then Supreme Court again passed the order for its closure and suggested Sterlite approached Madras High Court if they wished to challenge their decision. Sterlite's appeal to the Madras High Court was rejected, resulting in permanent closure of the plant on August 20, 2020.

The case portrays how a core industry plays an important role in the development of a developing economy, the issues it faces to operate and the effects it has on the people surrounding it. This conundrum, of which Sterlite Copper is an extreme case, explores the complex situation which questions the sustainability of business, its compliance to the law of the land, its manoeuvring through the political set-up for its own advantage and managing stakeholders for its existence with an eventuality of loss of life. The other side of the coin can also not be missed. The case also explores the simmering discontent among the villagers and stakeholders, the organization's perception- despite its best efforts- playing to its ruins.

## Balancing Participation and Control Online: The Female Navy Officers Facebook Group

Kathryn Aten  
Anita Salem  
(Naval Postgraduate School)

### **Case Synopsis**

LT Janes was a female Navy officer and volunteer administrator of the Female Navy Officers Facebook group (FNO). The group was created with Navy support at a time when the Navy was experimenting with social media as an inexpensive way to provide information to sailors. Shortly after she became the administrator of the site, a scandal broke around a non-sponsored, but Navy affiliated site called Marines United. Though intended to provide online support for active duty service members and veterans, the interactions on the site veered drastically from that purpose. The site became dominated with racial slurs, jokes about rape, and revenge porn. An investigation identified 119 individuals involved in inappropriate or illegal behavior, 97 of them Marines. As of March 1, 2018, seven Marines were court martialed and another 48 received lesser sanctions. In response to this and other events, the Navy curtailed official Navy sponsorship of the Female Navy Officers Facebook group.

The volunteer administrators relied on the Uniform Code of Military Justice and the fundamental values of the Navy—Honor, Courage, and Commitment—to drive the tenor of social interactions on the Facebook group site. This challenge became increasingly difficult in the social media climate following the election of President Trump. Additionally, the Commander and Chief used social media for communication about Navy affairs and to criticize leaders and lawmakers in what many considered an inflammatory style. The case describes Lt Janes' decision regarding how to respond to a controversial anonymous post. The case provides students with an opportunity to consider how they might handle a similar situation as well as the risks and benefits to the Navy of a private Facebook group.

# NOTES