

Spring 2008

N A C R A



*The NACRA 2008 Annual Meeting will be held at the New England Center
Durham, New Hampshire October 30—November 1.*

NACRA 2008 Call for Cases/Papers/Symposia

See www.nacra.net for detailed instructions

DEADLINE - JUNE 16

Don't forget to get your cases in to the appropriate Track Chair by **JUNE 16** for the Annual Meeting in Durham, New Hampshire. We have added the following two new tracks:

CASES IN SPANISH

SOCIAL ENTREPRENEURSHIP

Check the web site <http://www.nacra.net/Meeting2008/> for more details. We look forward to seeing you all there.

Conference Roundtables. NACRA's annual conference features roundtable discussions where all participants receive knowledgeable suggestions about their cases in a constructive atmosphere. The goal of these workshops is to help authors develop their cases for publication in refereed journals, such as NACRA's *Case Research Journal*, and in textbooks.

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.

Paper and Symposia Tracks. Proposals for paper presentations or symposia are welcome. Past conferences have included tracks for "Teaching with Cases" and "Case Research for Theory Building and Testing." See web site for suggested areas.

Newcomers' Workshop. At the start of the conference a workshop is offered for faculty and graduate students new to the case writing process. Pre-registration is requested. See web site for details. A special track for assistance with embryo cases of newcomers is also available.

About the New England Center

Just minutes from the seacoast and an hour north of Boston, the New England Center is a secluded wooded setting in Durham, New Hampshire. It is a perfect location for spectacular scenery, outdoor adventure and activities. The center is located on the University of New Hampshire with walking and jogging trails and cross-country skiing nearby. The 18th-century seacoast town of Durham is the nearest airport is in Manchester, New Hampshire; and the shuttle in around 45 minutes.

NACRA Vice President for Programs – 2008

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More New England Center pictures on page 5.

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NACRA Newsletter

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\$10,000 NACRA Grants Deadline - June 2

Letter From the President Mike Welsh

Request for Proposals

NACRA will make at least two grants to support case research during the 2008-2009 academic year.

Funding Categories

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

Using Cases to Build Theory Grant: These grants support research that utilizes case studies 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 mgmt/ entrepreneurship.

Teaching with Cases Research Grant: These grants support research leading to a better understanding of the effectiveness of the case method of teaching.

Teaching Case Development Grant: These grants support the development of decision-focused teaching case(s) based on field research and a comprehensive analysis (instructor's manual or teaching note). Fictitious cases will not be funded. Disguised cases are permitted. Funding will be awarded for projects that have not been previously presented or published at the time of the grant application. 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 a business program.

The final product of the grant research is expected to be an article or case accepted for publication in the Case Research Journal or another appropriate journal.

Submission Guidelines are available at www.nacra.net. If you would like feedback on the appropriateness of your proposal or have a question about the review process, please contact Mike Welsh, NACRA President, at MWELSH@gwm.sc.edu

We hope that the 2008 NACRA grant recipients will be presenting their results at the 2008 meeting.

Case Research for Teaching Case Development

"Pure Home Water, Ghana"

Teresa Nelson, Cynthia Ingols, Jennifer Christian-Murtie

Case Research for Theory Development

"Nonprofit Interorganizational Collaboration: The Case of the Community Action Network"

Matt Koschmann and Matt Isbell

This Spring I attended annual meetings of three regional associations: Southwest Case Research Association, Southeast Case Research Association and the CASE Association (formerly the Eastern Case Writers Association). These are three of seven regional affiliates of NACRA, all dedicated to the development of case researchers and writers within the regions they serve.

Many NACRA members also hold membership in a regional association. But, many regional association members are not NACRA members. The reasons vary, but the cost of attending two professional case research conferences in a year was cited as a major obstacle.

During each meeting, I observed new and experienced case writers involved in the collaborative and creative process of bringing cases into existence. Case authors working together to improve each other's cases struck me as a wonderful example of true collegial scholarship.

Each of the three associations I visited publish journals. Two are on-line journals: *The CASE Journal* on-line at www.caseweb.org and the *Journal of Applied Case Research* at www.swcrahome.org. The *Southeastern Case Research Journal* is a hardcopy publication. These three journals along with the *Business Case Journal* published by the Society for Case Research, the Midwest regional association, and NACRA's own *Case Research Journal*, represent a substantial case collection. As NACRA member David Wylie pointed out, that collection may be one of the largest if it were to include all the cases authored by NACRA and regional association members, but not yet submitted (or revised) for publication. Several editors told me that there were a large number of cases in the pipeline, but many authors never responded to reviewer comments and suggested revisions. Thus, a number of cases were not making it into the collection.

My observations convinced me that the regional associations are healthy. Attendance was on the rise and new case writers (many were students) were learning the art and craft of case research and writing.

Letter From the Editor Bambi Douma

I can't believe it's already mid-May! NACRA Cases and grant proposals are due next month, kids are almost out of school for the summer in my region, and Montana is FINALLY greening up and seeing some sunshine. Although a little late this year, it seems, this is a time for renewal and new ideas.

Speaking of renewal, let me put on my Membership hat for a brief time and remind you to renew your NACRA membership through the website! It is time!!

I promised Excellent Exercises and Teaching Tips, but didn't have any submissions this time around, so enjoy the spring news, and as always, please send submissions or comments about the newsletter to me.

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Dr. Tupper Cawsey Assumes *CRJ* Editorship

Submitted by Lew Brown

The NACRA Executive Committee at its March 2008 meeting unanimously approved the appointment of Dr. Tupper Cawsey to be Editor of the *Case Research Journal* for a three-year term beginning on June 15, 2008.

Tupper will succeed Dr. Lew Brown of the University of North Carolina at Greensboro, who is completing his term as Editor.

The Executive Committee acted on the recommendation of an Editor search committee composed of Lew Brown, and immediate past editors Dr. David Rosenthal of Miami University, and Dr. Linda Swayne of the University of North Carolina at Charlotte.

"We had several excellent candidates who had expressed an interest in the Editor's position," Brown noted. "Tupper has been serving as our Associate Editor for the human resources/organizational behavior/ethics area for the past two years. He has done an outstanding job, and the committee believed he could hit the ground running because of his work as Associate Editor. We are confident Tupper will continue the progress we are making in continuously improving the journal."

Most recently, Dr. Cawsey was Professor of Business, Wilfrid Laurier University, Waterloo, Ontario. He has a B.Sc. in Mathematics and Physics from the Royal

Military College as well as a MBA and a Ph.D. in Business Administration from the University of Western Ontario. Dr. Cawsey has been Associate Dean of Business at Wilfrid Laurier University, MBA Program Director, Director of the Laurier Institute and Area Coordinator of the Management and Organizational Behaviour Area in the School of Business and Economics. He has been a Visiting Scholar at the University of Sheffield, England, at the University of Auckland, New Zealand, and at the University of Adelaide, Australia.

Dr. Cawsey was recognized nationally in 2001 as one of Canada's top five business professors when he received the Leaders in Management Education award, sponsored by PricewaterhouseCoopers and the National Post. Dr. Cawsey is also the 1994 recipient of the David Bradford Educator Award, presented by the Organizational Behaviour Teaching Society, and the 1990 Wilfrid Laurier University "Outstanding Teacher Award." He is co-author of three textbooks, *Canadian Cases in Human Resource Management* (2002), *Cases in Organizational Behaviour* (2005) and *Toolkit for Organizational Change* (2007). Recently, he has won several NACRA awards including the C R Christensen Outstanding Case Teaching Award (2006) and the Directors College Corporate Governance Award (2007).



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In the 1990s, Dr. Cawsey initiated a Case Track as part of the Administrative Sciences Association (ASAC) of Canada. This has grown and now has 50-60 cases per year peer reviewed and presented at their annual meetings. The ASAC Case Track is now linked with NACRA and provides a Canadian Director who sits on the NACRA Board.

When interviewed, Dr. Cawsey said "I hope to continue the excellent work done by my predecessors. The CRJ must continue to be a high quality but accessible journal for faculty. I know that I will be relying on my associate editors and reviewers for continued excellent work. I am honored to



Case Marketing

Please look at the XanEdu website to see all CRJ cases that are currently available for you and colleagues to use in your courses. CRJ cases are also available for course packs through all of the major publishers.

If you are in Canada, you can go to the Laurier website and obtain cases there. Case abstracts are available at ProQuest and full cases are available

Submitted by Kay Guess

through the European Case Clearing House for those who are outside of the U.S.

If you have any questions concerning case adoptions please contact me at: aundreag@stedwards.edu. Please plan to attend our annual meeting and enjoy the fall colors (hopefully) and the eastern seashore! Exciting things always happen when you get together with your friends and colleague at NACRA.

Seacoast Science Center (Site for Dinner at NACRA 2008)



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Can't Miss Cases

For other "Can't Miss Cases", please see the Fall/Winter 2007 Newsletter.

Topic: Sexual Harassment; Manager-Employee Dating
Case: **I Still Do My Job, Don't I?**

Source: Neese and Cochran (CRJ, Fall 1990)
- submitted by Peggy Naumes

Topic: Entrepreneurship
Case: **Crowley Inn: "Une Bonne Place pour Rester"**
Source: Sharplin (CRJ, Summer 1992, p. 1-18)
- submitted by Bill Naumes



Regional Updates

Southeast Case Research Association (SECRA) held its 16th Annual Meeting February 14-16, 2008.

Chi. Anyansi-Archibong, NACRA Representative, said this was one of the most successful meetings with over forty-seven cases presented.

Visit SECRA on the web at <http://www.secra.org> for call for papers for 2009 meeting.



Views of the New England Center



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Learning With Cases

In my field of education, conversations about teaching and learning have recently focused on learning rather than teaching. Actually, teaching is beginning to show up as an applied science of learning. The books have titles like “How People Learn” rather than “How to Teach”. So, what does this mean for those of us who teach by the case method?

For starters it means cases are an inquiry-based learning strategy rather than the more familiar lecture-based strategy. In their book, *How People Learn: Bridging Research and Practice*, Donovan, Bransford & Pellegrino (2000) argued that teachers who know how people learn were able to more wisely choose from among the many teaching techniques touted as “the best” or “most effective”. They noted that, “There is no universal best teaching practice.” (p. 19). Instead, knowledgeable teachers had the whole set of strategies from which to build their instructional programs.

I sometimes hear objections to the case method of instruction by those who claim that, “the material cannot be adequately covered” using the case method. They explain it is an inefficient way for students to acquire sets of facts, skills,

principles and theories. Donovan, et. al. (2000) dispute such claims. They say that students are actually better able to acquire the “material” when it is, “connected to meaningful problem-solving activities, and when students are helped to understand why, when, and how those facts and skills are relevant.” (p. 19).

Prince and Felder (2007a) call this “teaching backwards”. Students are better motivated, they say, when they are given a challenge such as a case study to grapple with. It doesn’t take long before they see a need for “facts, skill, and conceptual understanding, at which point the teacher provides instruction or helps students learn on their own.” (p. 17). This is the inductive approach to instruction as opposed to the traditional deductive approach where the instructor first covers relevant theory, then provides textbook exercises and maybe eventually gets to real-world applications.

The inductive approach as described by Prince and Felder (2007b) gives students responsibility for their own learning (student-centered) and is based on a constructivist philosophy that says people construct their own versions of reality rather than merely accepting the versions

Submitted by Michael F. Welsh

presented by others. The approach involves dialogue (active learning) with much work done in groups (collaborative learning).

Prince and Felder are both engineering professors and to them the research evidence is clear: the inductive approach promotes deep learning (meaning oriented) as opposed to surface learning (memorization) as well as intellectual development that takes students beyond the dualistic thinking that characterizes entering students.

References

Donovan, M. S., Bransford, J. D., & Pellegrino, J. W., Eds. (2000). *How People Learn: Bridging Research and Practice*. Washington, D. C.: National Academy Press.

Prince, M. & Felder, R. (March/April, 2007). The many faces of inductive teaching and learning. *Journal of College Science Teaching*, 36(5), 14-20.

Prince, M. & Felder, R. (2007). The case for inductive teaching. Retrieved from <http://cti.stanford.edu/TomProf/postings.html> as posting #829.

*North American Case Research Association
Promoting Excellence in Case Research, Writing, and Teaching*

The North American Case Research Association (NACRA) is a nonprofit, voluntary professional association writing and teaching in business and other academic disciplines. We seek to accomplish our mission through a set of interrelated activities, including the following:

- Sponsoring an annual meeting for the presentation and improvement of new, peer-reviewed cases and papers on issues related to case pedagogy;
- Publishing a quarterly peer-reviewed journal, the Case Research Journal, the premier journal for outstanding teaching cases grounded in research;
- Promoting the worldwide distribution and use of NACRA cases in multiple media throughout the world;
- Providing professional development seminars and activities aimed at enhancing skills in case research and pedagogy within academic institutions and professional associations; and
- Supporting the work of NACRA-affiliated regional organizations and collaborating with other professional organizations having complementary objectives.

NACRA Mission Statement as approved by the Executive Board, February 7, 2000.

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Update Your NACRA Member Information

You can update your NACRA member information on-line.

- Please visit <http://www.nacra.net>, the NACRA and CRJ website, and click on Member Services.

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NACRA Officers

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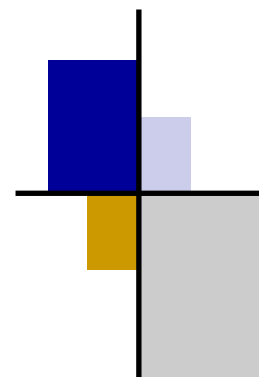
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VP Membership: Bambi Douma, University of Montana (temporarily filling in for Sally Baack, San Francisco State University)

VP Communications: Mary Kay Sullivan, Maryville College

Secretary/Treasurer: Robert P. Crowner, Eastern Michigan University

Editor, CRJ: Lew G. Brown, University of North Carolina at Greensboro (until June 15);
Tupper Cawsey (after June 15)



CASE Notes June 2008

The CASE Association Annual Conference was held on May 15-17, 2008 at Washington D.C. There were 12 embryos, 7 work in progress and 24 cases discussed. Mike Welsh, President of NACRA, and Herb Sherman, President of CASE presented a case writing and teaching workshop. Navin Gourneney, Regional Director at Starbucks spoke to the entire EAM/CASE conference (120 in attendance) about the entrepreneurial spirit at Starbucks. Additionally, Herb Sherman and Peggy Naumes explained to a very interested audience, how to use a storyboard for teaching and writing cases. At the membership meeting, Mike Welsh spoke to the group about the current activities at NACRA.

The CASE Journal has published Volume 4 Issue 1, with Issue 2 coming soon. Its acceptance rate is 15.5% and TCJ cases are distributed through PRIMIS and the European Case Clearing House (ecch). In the future, TCJ will have its new and previously published case abstracts available through the PROQUEST database and it will deliver search counts. For submissions and to read past and future issues of TCJ, register and then login to the CASE Association site, www.caseweb.org.

The 33rd annual CASE Association Annual Conference, in conjunction with The Eastern Academy of Management, will be in Hartford, CT. in May, with submission deadline of approximately December 1, 2008. Look for the Call For Papers at EAM's site, www.eaom.org, and at the CASE site, www.caseweb.org. CASE is interested in reviewing: a) cases in the advanced developmental stage, b) papers/symposia dealing with case writing and teaching, and c) "embryo" cases in the idea stage of development. Awards will be provided for the Best Mentored Case, Best "New" Case (from First-time submitters to CASE), and Fellows Best Case. Cases from all disciplines and case writers from all experience levels welcome!

Respectfully submitted,

Tom Leach
University of New England

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