ABSTRACTS ONLY

VOLUME 40
ISSUE 4
FALL 2020

CASE RESEARCH JOURNAL

OUTSTANDING TEACHING CASES GROUNDED IN RESEARCH

GINA GRANDY, EDITOR

PUBLISHED BY THE
NORTH AMERICAN CASE
RESEARCH ASSOCIATION

IN PUBLICATION
SINCE 1980

Outstanding Teaching Cases Grounded in Research

Volume 40 • Issue 4 • Fall 2020

Case Research Journal

Published by the

North American Case Research Association

NACRA
NORTH AMERICAN CASE RESEARCH ASSOCIATION

Editor

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Published quarterly by North American Case Research Association, Inc.

Cover design, Lisa Fahey, originables.com.

NACRA membership for individuals is US $40. Subscriptions to the Case Research Journal are US $45/year for North American subscriptions and US $75/year for subscriptions sent outside North America.

To join, register and pay online at: https://www.nacra.net/

POSTMASTER: Please send address corrections to:

North American Case Research Association
Christina Tathibana, Assistant Editor
Case Research Journal
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Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISSN 2328-5095
ISBN: 978-1-7340114-6-3

NACRA Officers 2019–2020

Case Research Journal Editorial Policy

North American Case Research Association (NACRA)

Case Content

The *Case Research Journal* (CRJ) publishes outstanding teaching cases drawn from research in real organizations, dealing with important issues in all administration-related disciplines. The CRJ specializes in decision-focused cases based on original primary research – normally interviews with key decision makers in the organization but substantial quotes from legal proceedings and/or congressional testimony are also acceptable. Secondary research (e.g., journalist accounts, high quality website content, etc.) can be used to supplement primary data as needed and appropriate. Exceptional cases that are analytical or descriptive rather than decision-focused will only be considered when a decision focus is not practical and when there is a clear and important gap in the case literature that the case would fill. Cases based entirely on secondary sources will be considered only in unusual circumstances. The Journal also publishes occasional articles concerning case research, case writing or case teaching. Multi-media cases or case supplements will be accepted for review. Contact the journal editor for instructions.

Previously published cases or articles (except those appearing in Proceedings or workshop presentations) are not eligible for consideration. The Journal does not accept fictional works or composite cases synthesized from author experience.

Case Format

Cases and articles submitted for review should be single- spaced, with 11.5 point Garamond font and 1" margins. Published cases are typically 8-10 pages long (before exhibits), though more concise cases are encouraged and longer cases may be acceptable for complex situations. All cases should be written in the past tense except for quotations that refer to events contemporaneous with the decision focus.

Figures and tables should be embedded in the text and numbered separately. Exhibits should be grouped at the end of the case. Figures, tables, and exhibits should have a number and title as well as a source. Necessary citations of secondary sources (e.g., quotes, data) should be included as endnotes at the end of the case (not at the end of the IM) in APA format. In the IM, necessary citations (e.g., citations of theoretical work from which the analysis draws) should be included using parenthetical author/year embedded in the text (similar to a traditional academic paper) that feeds into a list of references at the end of the IM. Note that the CRJ approaches citations differently in the case and the IM given the differing audiences for which each document is developed (i.e., the case is written for the student while the IM is written for the instructor). In some rare instances, footnotes may be used in the case for short explanations when including these explanations in the body of the text would significantly disrupt the flow of the case, but generally the use of footnotes in the case should be avoided if possible.

The following notice should appear at the bottom of the first page of the manuscript: Review copy for use of the Case Research Journal. Not for reproduction or distribution. Dated (date of submission). Acknowledgements can be included in a first page footnote after the case is accepted for publication, and should mention any prior conference presentation of the case.

It is the author(s)'s responsibility to ensure that they have permission to publish material contained in the case. To verify acceptance of this responsibility, include the following paragraph on a separate page at the beginning of the submission:

> *In submitting this case to the Case Research Journal for widespread distribution in print and electronic media, I (we) certify that it is original work, based on real events in a real organization. It has not been published and is not under review elsewhere. Copyright holders have given written permission for the use of any material not permitted by the "Fair Use Doctrine." The host organization(s) or individual informant(s) have provided written authorization allowing publication of all information contained in the case that was gathered directly from the organization and/or individual.*

Instructor's Manual

Cases must be accompanied by a comprehensive *Instructor's Manual* that includes the following elements:

1. **Case Synopsis**: A brief (three-quarters of a page maximum) synopsis of the case.
2. **Intended Courses:** Identification of the intended course(s) that the case was written for, including the case's position within the course. Please also indicate whether the case was developed for an undergraduate or graduate student audience.
3. **Learning Objectives:** The specific learning objectives that the case was designed to achieve. For more details on learning objectives, see the article titled "Writing Effective Learning Objectives" at the useful articles link.
4. **Research Methods:** A Research Methods section that discloses the research basis for gathering the case information, including any relationship between case authors and the organization, or how access to case data was obtained. Include a description of any disguises imposed and their extent. Authors should disclose the relationship between this case and any other cases or articles published about this organization by these authors without revealing the author's identity during the review process. If the case has been test taught and this has influenced the development of the case, this should be noted. This section should also indicate who in the organization has reviewed the case for content and presentation and has authorized the authors to publish it (note that this last component is not necessary for cases based on congressional or legal testimonies).
5. **Theoretical Linkages:** In this section please provide a brief overview of the theoretical concepts and frameworks that will ground the analysis/discussion of the case situation in theory and research. Please include associated readings or theoretical material that instructors might assign to students or draw on to relate the case to their field or to the course. In developing this section, recognize that business courses are often taught by adjunct faculty who are business professionals who may not be steeped in the theory of the discipline the way an active researcher might be. Develop this section with the intent of helping that type of instructor effectively apply and teach these theories/frameworks.
6. **Suggested Teaching Approaches:** Suggested teaching approaches or a teaching plan, including the expected flow of discussion with an accompanying board plan. Include a description of any role plays, debates, use of audiovisuals or in-class handouts, youtube videos, etc. that might be used to enhance the teaching of the case. Authors are strongly encouraged to classroom test a case before submission so that experience in teaching the case can be discussed in the *IM*. Authors are discouraged from including websites as integral resources for the teaching plan because websites are not static and the content of the website link may change between the writing of the case and an instructor's subsequent use of the case. This should also include a section on how best to teach the case online / remotely.
7. **Discussion Questions:** A set of assignment/discussion questions (typically three to ten depending on discipline) that can be provided to students to organize and guide their preparation of the case. For most cases, either the final or the penultimate question will ask students for their recommendation on the overarching decision facing the decision maker in the case along with their rationale for that recommendation.
8. **Analysis & Responses to Discussion Questions:** This section of the IM represents the core of the case analysis. Repeat each assignment/discussion question, and then present a full analysis of that question that demonstrates application of relevant theory to the case. Note that the analysis in this section should go beyond what a good student might present as an 'answer' to the question. Write to the instructor with an eye toward helping him or her understand in detail how the theory applies to the case scenario, how discussion of this particular question might be approached with students, where the limitations in the theory might be relative to the case scenario, and how the analysis contributes to the building of an integrated recommendation regarding the decision the case protagonist must make.
9. **Epilogue:** If appropriate, an epilogue or follow-up information about the decision actually made and the outcomes that were realized as a result of the decision made.
10. **References**: Provide full citations (in APA format) for all references that were cited in the Instructor's Manual.

REVIEW PROCESS

All manuscripts (both the case and the instructor's manual) are double-blind refereed by Editorial Board members and ad hoc reviewers in the appropriate discipline. Most submissions require at least one round of revision before acceptance and it is common for accepted cases to go through two or more rounds of revisions. The target time frame from submission to author feedback for each version is 60 days.

DISTRIBUTION OF PUBLISHED CASES

The right to reproduce a case in a commercially available textbook, or instructor-created course pack, is reserved to NACRA and the authors, who share copyright for these purposes. After publication, CRJ cases are distributed through NACRA's distribution partners according to non-exclusive contracts. NACRA charges royalty fees for these publication rights and case adoptions in order to fund its operations including publication of the *Case Research Journal*. Royalties paid are split 50/50 between NACRA and member authors.

MANUSCRIPT SUBMISSION

Submit the case manuscript and Instructor's Manual in one document via the *Case Research Journal* ScholarOne website at **http://mc.manuscriptcentral.com/nacra-crj.** This site provides step by step instructions for uploading your case. You will also be provided the opportunity to upload two case supplements – this is to allow submission of a spreadsheet supplement for the student and for the instructor if needed. No identification of authors or their institutions should appear on either the main case/IM document or on the spreadsheets. All identifying information should be removed from the file properties before submission. If you have audiovisual content to your case, please contact the editor to determine the best way to make this content available to reviewers without revealing the authors' identities.

At least one author must be a member of the North American Case Research Association. Membership dues are included in annual registration for the NACRA conference, or may be paid separately through the main NACRA website.

For questions, contact:
Gina Grandy, Editor
crj.editor@uregina.ca

Adopting *Case Research Journal* Cases for use in your classes

Faculty members can adopt cases for use in their classrooms and gain access to Instructor's Manual through one of NACRA's distribution partners.

NACRA currently has agreements with the following distributors.

- **Harvard Business School Press** (http://hbsp.harvard.edu/)
- **Ivey Publishing** (https://www.iveycases.com/)
- **The Case Centre** (http://www.thecasecentre.org/educators/)
- **Pearson Collections** (https://www.pearsonhighered.com/collections/educator-features.html)
- **McGraw Hill Create** (http://create.mcgraw-hill.com/createonline/index.html)
- **Study.net** (www.study.net)
- **CCMP [Centrale de Cas et de Médias Pédagogiques]** (http://www.ccmp.fr)
- **XanEdu** (https://www.xanedu.com/)

If you want to use one of these distributors, but cannot find the CRJ case you want, contact the NACRA VP Case Marketing, Brent D. Beal, bbeal@uttyler.edu, to see if we can have it added for you.

Textbook authors can also adopt CRJ cases for inclusion in their textbooks for a modest fixed royalty fee. Please contact the NACRA VP of Case Marketing for more information.

Welcome to Volume 40 Issue 4 of the *Case Research Journal*. In this issue of *Case Research Journal* you will find five cases and one article. The primary subject areas for those five cases include: one each in Entrepreneurship and Human Resource Management, and three in Marketing. The article in this issue is very timely with a focus on teaching cases online.

The article featured in this issue, "Teaching Cases Online: Synchronous, Asynchronous and Hybrid Techniques" is authored by Chris Cassidy, Cle-Anne Gabriel, Will Geoghegan, Armand Giliansky, Randall D. Harris, Vanessa D. Hill and Jeff Shay. This article is a transcription of a panel discussion at the *North American Case Research Association* (*NACRA*) annual conference in October of this year. It is a comprehensive piece detailing innovative practices and software to facilitate a rich experience teaching cases online. It is a must read for all case teachers, especially given that most of our institutions have switched to remote delivery of classes this past year – something that will continue in the months to come.

The Entrepreneurship case in this issue focuses upon the decision of co-preneurs, Susie and Mike Wuollet and is authored by Daniel B. McLaughlin and John F. McVea. "Protégé: Finding the Right Market for a Medical Innovation" outlines the development of a blood clotting product innovation, designed originally for human wound treatment market, but also used in the animal / veterinary market. The co-preneurs needed to present to their Board their long term strategy, specifically which market was most attractive given their resources.

"The Selection Process in JC Premium Cars: No More Candidates" is intended for courses in Human Resource Management, as well as Organizational Behavior. The authors, Juan M. Parra and Cindy Pinzon, present an important hiring decision faced by John Cortes, the owner, founder and general manager of JC Premium Cars in Columbia. Using the services of a search consulting firm, Cortes has to decide which of the three shortlisted candidates he would hire, despite feeling disappointed with the performance of all three candidates in the final round of the search process.

There are also three cases in the Marketing area in this issue. In the first case, "BEWÖÖD – An Entrepreneur's Pricing Question" by Eric Dolansky, Sabine Ruaud and Herve Didier, Laury Boonjean, founder and owner of the firm, was considering growth options for the sustainable fashion brand start-up located in Lille, France. The business sold a range of products with wood as the primary component. Bonjean's focus was upon determining the appropriate pricing strategy for the growth options. The second case, written by John D. Francis, Dwarka Chakravarty and Apoorva Patel, is of an international brand management and consumer packaged goods distribution company with its parent company in Latin American. In "maxiaNET in Venezuela: Business Model Development for a Country in Crisis", Eric Gomez was considering a growth option in Venezuela. He was contemplating several decisions related to the development of a viable business model for this potential opportunity. The third Marketing case, "Scaling Columba Leadership's Impact", written by Michael M. Goldman, Maria Ballesteros-Sola and Anthony Wilson-Prangley, features a not for profit organization in South Africa providing values-based youth development programs. Rob Taylor, founding Chairperson, and Tracy Hackland, CEO, wondered if they should switch their focus from individual level change to a more system-wide change approach that would involve working at the level of schools.

As always, I would like to thank the tireless efforts of our reviewers and the editorial team. Please look over the table of contents of this issue and consider using one or more of these cases in your courses, or perhaps even more significantly consider sharing the table of contents from this issue with your colleagues so they can see the interesting cases that will now be available for adoption through our numerous distribution partners, including Harvard, Ivey and The Case Centre.

I would also like to remind our readers of two forthcoming special issues. *CRJ* is hosting a special issue on **Short Cases** with submissions due January 31, 2021. Later in 2021 we are hosting a special issue on **Secondary Data** cases with submissions due May 31, 2021. Check out the *CRJ* website for the call for cases for the special issues.

We want to encourage all of you to submit your cases to the *Case Research Journal*. Publication in the *CRJ* provides you the broadest access to distribution and as such presents the greatest opportunity for your case to have real impact on the education of students around the globe. While our review process is quite rigorous, and we necessarily reject more cases than we can accept (our acceptance rate is about 20%), we work hard to turn around case reviews within about 60 days. That means within about 60 days of submission of your decision-focused case, you will have reviewer and editor feedback and a reasonable indication of the potential for your case to earn publication in the *CRJ*. We look forward to seeing your cases.

Sincerely

Gina Grandy, Editor
Case Research Journal

Abstracts Only

ARTICLE

- ***Article***
- *Case method*
- *Synchronous online instruction*
- *Asynchronous online instruction new ventures*
- *Hybrid online instruction*

Teaching Cases Online: Synchronous, Asynchronous and Hybrid Techniques **1**

Randall D. Harris,* Texas A&M University-Corpus Christi, Chris Cassidy, Sam Houston State University, Cle-Anne Gabriel, University of Queensland, Will Geoghegan, Indiana University, Armand Gilinsky, Sonoma State University, Vanessa D. Hill, University of Louisiana at Lafayette, and Jeff Shay, Babson College [6300 Ocean Dr., Corpus Christi, TX, 78412-5808, Randall.Harris@tamucc.edu.]

The learning objective for this article is to present the reader with some basic and intermediate strategies for teaching case studies in an online classroom environment. The authors draw upon their considerable experience to describe a number of classroom situations and provide tips, tools and techniques that the reader will immediately be able to bring back to their online classroom. The COVID-19 pandemic has increased the urgency to quickly develop skills for the online higher education classroom. The general outline of this paper is as follows: The authors begin with some preliminary considerations regarding how to set the stage for online case instruction. The authors then discuss some practical and pedagogical issues to consider as an instructor designs their online course. Next, the authors present a brief overview of some synchronous, asynchronous and hybrid online case teaching approaches. Academic integrity issues are discussed, as well as a brief debate regarding the future of online higher education.

ENTREPRENEURSHIP

- ***Entrepreneurship***
- *Innovation*
- *Business markets analysis*
- *Market segmentation*

Protégé Biomedical: Finding the Right Market for Medical Innovation **23**

Daniel B. McLaughlin*, University of St. Thomas and John F. McVea, University of St. Thomas [Minneapolis MN 55403, dbmclaughlin@stthomas.edu]

Two young, Minnesota based, entrepreneurs set a goal to grow their blood clotting innovation into a robust medical products business. They had, somewhat serendipitously, discovered an idea with real market potential and as a result had made surprisingly good progress in developing a

patented product. They had successfully launched a small test in the veterinary market and had been informed that they were only a few months away from gaining FDA approval for use in human markets. To launch their long-term strategy, they needed to answer two key questions. First, how big were the human and animal markets relative to each other? And second, should they continue to build a position in the veterinary market, or should they focus on launching into the human wound treatment market? If so, which segment of the market was the most strategically attractive considering the resources at their disposal?

Intended Courses and Levels

This material is suitable for an either an undergraduate or graduate course on entrepreneurial strategy. The case is also a useful introduction to the unique structure and constraints which apply to a start-up within the health care industry. Thus, the case can be used on a specialty health care MBA course, or as part of a health care concentration on a regular MBA, or on a MHA, MPH, or undergraduate curriculum. The case is typically taught at the beginning of a course on entrepreneurship when students are still exploring the challenges of moving from idea to business model. It can also be taught later as part of a general course on strategy when students are dealing with entrepreneurial strategy, or at any time on a course on the healthcare industry.

Learning Objectives

The case exposes students to the challenges of developing an entrepreneurial market entry strategy for a venture with an innovative new product in a highly regulated market. On completing the case students should be able to:

- Evaluate how entrepreneurial motivations influence decision making;
- Distinguish between continuous and discontinuous innovation. How might this affect market sizing and market entry;
- Understand and apply the TAM/SAM/Target framework to size and compare competing markets under consideration; and
- Assess segment attractiveness by combining qualitative and quantitative early stage data.

HUMAN RESOURCE MANAGEMENT

- ***Human resource management***
- *Hiring and recruitment*
- *Executive selection*
- *Entrepreneurs*
- *Leadership transitions*
- *Succession planning*

The Selection Process in JC Premium Cars: No More Candidates? 45

Juan M. Parra* and Cindy Pinzon, Inalde Business School [Campus U. Sabana, Autopista Norte, Km. 7, Costado Occ, Chía, Colombia, 140013, juanm.parra@inalde.edu.co]

John Cortes, founder of JC Premium Cars, reached the final stage of the recruitment process for a new Sales Manager. An international headhunting firm had spent two months seeking candidates for the position; but, following Cortes's request, they were also looking for someone who could also potentially succeed him as general manager. He had recently sold the firm to a multinational bank that was rapidly expanding into the country, so Cortes hoped he could retire to dedicate himself to other businesses. At the final assessment center, the performances of the three shortlisted candidates left Cortes dissatisfied. He was negatively surprised by his favorite candidate, while the other two finalists did not exactly fit his desired profile, contrary to the impressions he had earlier in the process. As the bank needed to approve the sales budget for the following year, Cortes was pressed to appoint a new sales manager before the end of the month.

Intended Courses and Levels

This case was originally developed for second year EMBA students in a required OB/HR course and for Executive Education programs, including Advanced Management. It is highly recommended that students have experience in hiring processes, either as candidates or hiring managers. The case can also be relevant for courses on the basics of decision-making, especially on "criteria for selection from similar alternatives."

Learning Objectives

After studying this case, students will be able to:

- Understand the individual and organizational factors that influence hiring managers' decisions;
- Identify and evaluate the importance and challenges of the different stages and components of the recruitment process, and the information they provide to inform the hiring decision;
- Develop decision criteria for a selection decision; and
- Evaluate candidates and recommend a hiring decision.

INTERNATIONAL BUSINESS

- ***International business***
- *Business model*
- *International Strategy*

maxiaNET in Venezuela: Business Model Development for a Country in Crisis — 65

John D. Francis,* San Diego State University, Dwarka Chakravarty, San Diego State University and Apoorva Patel, San Diego State University [5500 Campanile Dr, San Diego, CA 92182-8230, john.francis@sdsu.edu]

Eric Gomez, CEO maxiaNET Inc., an international brand management and consumer packaged goods distribution company from San Diego had a new opportunity to export disposable diapers into Venezuela. Gomez had experienced success exporting products into the country and understood first-hand the extreme shortages in basic goods and the economic and political crisis facing the country. Diapers were increasingly non-existent or only offered for purchase on the black market. maxiaNET had a strong local partner and access to distribution channels, however many strategic issues remain to be solved. Gomez needed to develop an appropriate business model that would cover costs, while at the same time offer extreme discounts and enable widespread product distribution and sales. Ultimately, he needed to decide on whether and how to proceed with importing diapers into

Venezuela.

Intended Courses and Levels

This case is intended for an international business (IB) at the senior undergraduate or MBA levels. The case should be analyzed/discussed early in the semester, in conjunction with course content that relates to the opportunities and challenges of doing business in countries with different economic and institutional environments. The case may also be used in International Business / International Marketing electives which focus on doing business in emerging markets and/or Latin America. Given its emphasis on a product-market expansion opportunity and development of a new business model, the case may also be suitable for a Strategic Management course at the same levels.

Learning Objectives

The case analysis/discussion will address the following learning objectives:

- Understanding why institutional environments matter and assessing how weak and unstable institutional/macro environments pose challenges for foreign firms;
- Evaluating a firm's motivations and capabilities for product diversification in a challenging emerging market economy; and
- Developing a business model canvas for the proposed diversification that addresses capability gaps and mitigates risks.

MARKETING

- ***Marketing***
- *Pricing*
- *Quantitative analysis*
- *Entrepreneurship*

BEWÖÖD – An Entrepreneur's Pricing Question 77

Eric Dolansky,* Brock University, Sabine Ruaud and Herve Didier, EDHEC Business School [1812 Sir Isaac Brock Way, St. Catharines, Ontario, Canada, L2S 3A1, edolansky@brocku.ca]

Created in 2015, BEWÖÖD was a sustainable fashion brand start-up in Lille, France that sold a range of products with wood as their primary component. The company's best-selling product was a wooden bow tie named "Mr. Divergent." In March 2018, Laury Bonjean, founder and owner of BEWÖÖD, had four options for growth available to her and had to decide which of these to act on and, most importantly, how to price them. She was considering offering two new products (a Father's Day box set and a subscription box) and had two new channel opportunities (a trendy shop wanted to sell her products and a pop-up store had invited her to participate). While these began as product and distribution decisions, Bonjean felt that pricing formed a huge part of the strategizing. Using qualitative and quantitative information she needed to decide how to proceed and needed to do so very soon.

Intended Courses and Levels

This case is recommended for graduate and advanced undergraduate business students enrolled in a marketing or pricing strategy course. This case aims to show that price is a singular variable that combines high tangibility and very rational measures with perceptual effects. As such, pricing decisions mobilize multiple marketing research concepts, with varying degrees of difficulty. It also presents different approaches to pricing a product, ranging from an accounting perspective (e.g. costs, desired margin, breakeven point) to a more customer or market-focused perspective (e.g. psychology, elasticity, value).

Learning Objectives

Though the context is an entrepreneurial one the learning goals and focus of the case are squarely on marketing and pricing, not specifically start-up challenges. Those learning objectives are as follows, listed in order of how they are covered in the analysis:

- Learn the importance of strategic and tactic decision-making in a start-up company;
- Assess pricing performance;
- Demonstrate understanding of how pricing fits within the marketing plan;
- Analyze pricing decisions based on quantitative and qualitative analysis; and
- Incorporate pricing information and analysis in a strategic decision.

NONPROFIT MANAGEMENT

- ***Nonprofit management***
- *Social enterprise*
- *Growth strategies*
- *Business models*
- *Stakeholders*
- *Social return on investment*

Scaling Columba Leadership's Impact 93

Michael M. Goldman,* University of San Francisco & University of Pretoria, Maria Ballesteros-Sola, California State University Channel Islands, and Anthony Wilson-Prangley, University of Pretoria [101 Howard Street, Suite 430, San Francisco, CA 94105-6134, mmgoldman@usfca.edu]

Rob Taylor, Founding Chairman, and Tracy Hackland, CEO of Columba Leadership, an award-winning South African non-profit organization, pondered a strategic question in March 2018. Columba Leadership was a non-profit values-based youth program that had facilitated individual change. Since its inception in 2009, Columba Leadership's focus had been on facilitating positive individual change. In 2017 Columba Leadership's executives observed how some schools had produced higher performance rates and the institutionalization of youth leadership after some of their students had attended Columbia Leadership academies. The systematic impact of these high schools prompted an internal reflection at the Board level, while the organization was also experiencing substantial pressure to change externally from funders. Should Columba Leadership keep its existing approach to youth development and focus on running more residential academies in a broader geographical area? Alternatively, was it time to re-evaluate the residential program and develop a more systemic approach that involved working more with schools in order to scale their impact? What were the key arguments in favor of the different approaches to scaling? What potential objections could the Board raise? The case enables instructors to introduce fundamental social impact concepts and frameworks, such as the Impact Business Model Canvas (IBMC), stakeholders, and scale and innovation.

Intended Courses and Levels

The case is appropriate for upper-division undergraduate and graduate courses related to social entrepreneurship, social innovation, and impact, as well as non-profit management and leadership development. Specifically, courses within programs aimed at entrepreneurial non-profit organizations, and newly established or long-running social ventures would find the Columba Leadership case instructive.

Learning Objectives

After completing the assigned readings and participating in the case discussion, students will be able to:

- develop an Impact Business Model Canvas to describe how a mission-driven organization creates and delivers value;
- evaluate the major scaling strategies for a broad range of social ventures;
- distinguish between scaling and social innovation as it relates to mission-driven organizations' growth; and
- weigh options in decision-making for strategic direction.

NACRA

North American Case Research Association

NACRA is a collaborative organization of approximately 500 researchers, case writers and teachers, mostly in the business disciplines, who support each other's research and writing efforts.

ISBN 978-1-7340114-6-3
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9 781734 011463