ABSTRACTS ONLY

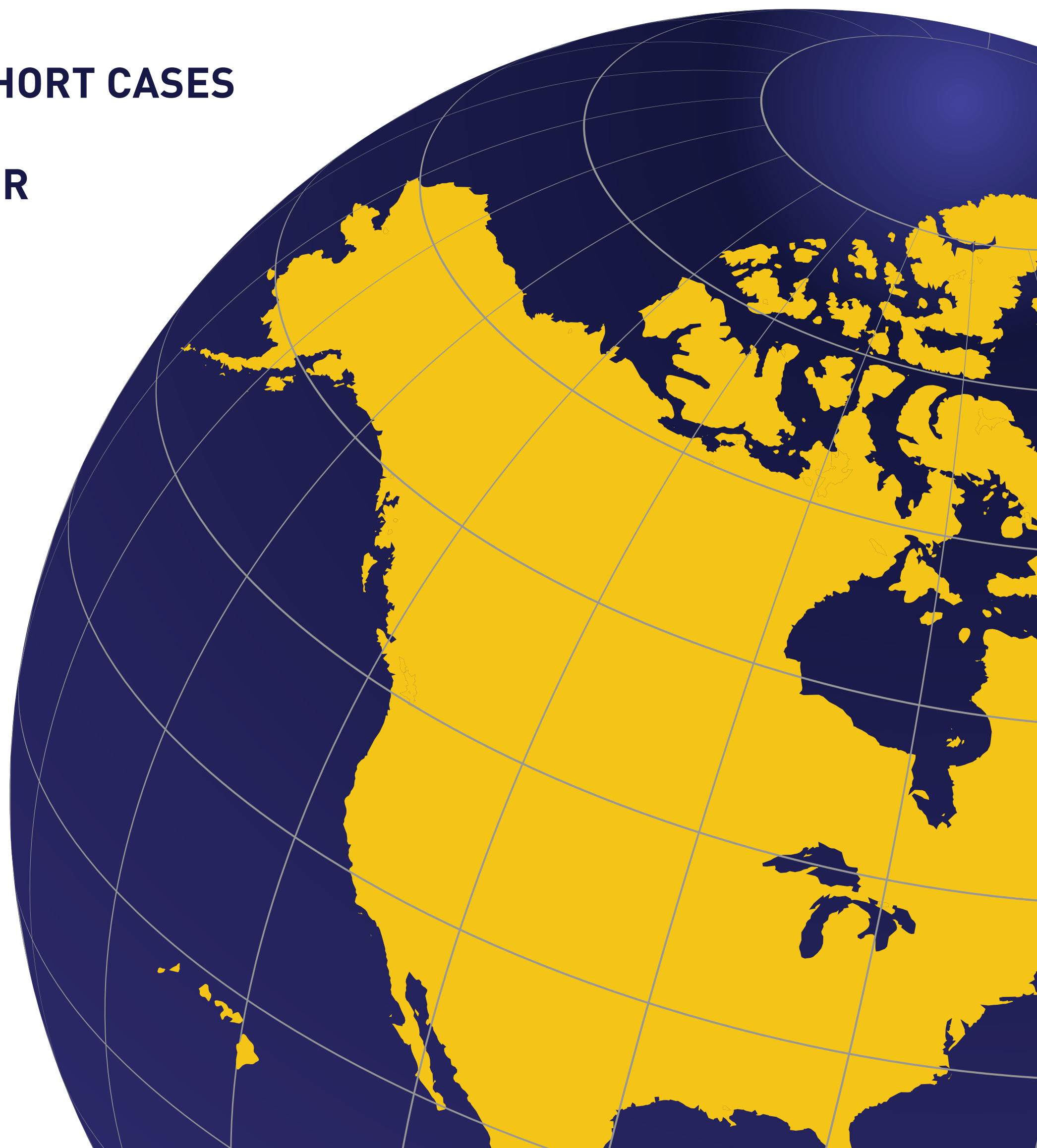
VOLUME 41
ISSUE 4
FALL 2021

CASE RESEARCH JOURNAL

OUTSTANDING TEACHING CASES GROUNDED IN RESEARCH

SPECIAL ISSUE ON SHORT CASES

GINA GRANDY, EDITOR



PUBLISHED BY THE
NORTH AMERICAN CASE
RESEARCH ASSOCIATION

IN PUBLICATION
SINCE 1980

Outstanding Teaching Cases Grounded in Research

Volume 41 • Issue 4 • Fall 2021

Case Research Journal

Published by the

North American Case Research Association

NACRA
NORTH AMERICAN CASE
RESEARCH ASSOCIATION

Editor

Gina Grandy
University of Regina

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: 978-1-7377586-0-0

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Case Research Journal Editorial Policy
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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.

From the Editor

Welcome to Volume 41 Issue 4 of the *Case Research Journal.* In this Special Issue on Short Cases of *Case Research Journal* you will find seven cases. These cases represent a variety of subject areas including, Accounting, Corporate Governance, Finance, Organization Behavior (2 cases), Information Systems, and Marketing.

Three of these cases highlight ethical considerations. "The We Company: A Quandary in Corporate Governance" by Roberto S. Santos and Shreya Patel is intended for a Business Ethics or Corporate Governance class. Board members were deciding how best to restore investor confidence in a situation where the CEO's actions had raised concerns for investors. The CEO's ownership shares made it difficult for the rest of the Board to impose sanctions or remove him from his leadership position. In "Magformers LLC and Amazon: Dealing with Counterfeit Magnetic Toys" by Leslie E. Palich, Patricia M. Norman and Marlene M. Reed, organizational reputation is also at stake. In this Marketing case, CEO Chris Tidwell of the toy manufacturing company had to decide what actions were needed to restore brand reputation in the aftermath of a social media allegation of a toy malfunction which resulted in a serious injury of a child. The company was incorrectly identified as the branded toy at fault and Tidwell also had to determine how to address copycat products made from inferior materials. The third case that considers ethics in this issue is an Accounting case, "Clueless in Seattle (with No Internal Controls)" by Carolyn Conn and Aundrea Kay Guess. Three partners needed to determine the next steps to take given their controller had embezzled approximately $200,000 from their small technology firm. The news about the embezzlement came when the business partners were in negotiations to sell the firm and they knew public release of the information would likely jeopardize the sale of the firm.

Two other cases in this special issue have a leadership focus. "Depart, Depart, Depart!" by T. Jordan Terry and Christopher J. Frasse, depicts First Lieutenant Gavin Bell in an Afghanistan mission. On his first flight ever without an instructor pilot, Bell sat in a helicopter needing to make decision in response to an alert that all aircraft should leave the landing zone due to an immediate enemy attack. He was waiting for members of his team to return – should he depart by himself or remain at the base and wait for them to return? The other case in this issue with a leadership focus is intended for an organization behavior course and has a focus on feedback as part of leadership development for a woman leader. "Sally Witherspoon, PhD: Learning from 360-Degree Feedback" by Cynthia A. Ingols covers important gaps in teaching cases on feedback and women's leadership. Sally Witherspoon has just reviewed her 360-degree feedback as part of a women's leadership development program. Her boss provided negative feedback on key leadership areas and Witherspoon was shaken. She needed to decide what to share with her colleagues participating in the program and if she should raise her concerns with her boss about the feedback he provided.

Two other interesting cases are also published in this issue, one in Information Systems ("People Development Institute: Selecting a Digital Badging Platform") and one in Finance ("Nutripunto and the 3X Growth Proposal"). I encourage you to take a read through them all.

Consider sharing the table of contents from this issue with your colleagues as well 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 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. We work hard to turn around case reviews within about 60 days. Do consider sending your cases to the journal for consideration.

This is my last issue as Editor of *Case Research Journal*. Over the past four years I have worked with many authors and I have very much enjoyed being a part of their journey to publication. As always, I would like to thank the tireless efforts of our reviewers and the editorial team – without your ongoing commitment to excellence the journal simply would not be as exceptional as it is. I also want to thank the journal's Editorial Board for their support and advice during my tenure, as well as past Editor John Lawrence, past Editorial Assistant Lynn Southard and current Editorial Assistant Christina Tathibana. A strong journal needs the expertise and support of so many people. It has been a pleasure to serve as your Editor. I look forward to what is in store for the journal under the leadership of new Editor Eric Dolansky.

Sincerely
Gina Grandy, Editor
Case Research Journal

Abstracts Only

ARTICLE

- ***Article***
- *Case Writing*
- *Case Pedagogy*
- *Protagonist-Author Relationship*
- *Negotiating Access & Approval*

The Protagonist-Author Relationship **1**

Gina Grandy,* University of Regina, Martha Rivera-Pesquera, IPADE Business School, and Xavier Lopez Ancona, KidZania [Hill and Levene Schools of Business, 3737 Wascana Parkway, Regina, Saskatchewan, Canada S4S 0A2, gina.grandy@uregina.ca].

This article is a transcript of the plenary discussion at the North American Case Research Association conference in October 2020. In a (virtual) fire-side style conversation, author and protagonist involved in the case, KidZania: Spreading Fun Around the World, share their experiences in building a relationship based on trust, negotiating access and approval, disguising data, revising their work, and publishing the case in Case Research Journal (2018, Volume 38 Issue 2).

ACCOUNTING

- ***Accounting***
- *Internal Controls*
- *Separation of Duties*
- *Fraud Triangle*
- *Occupational Fraud*
- *Due Diligence*
- *Entrepreneurship*

Clueless in Seattle (with No Internal Controls) **13**

Carolyn Conn,* Texas State University and Aundrea Kay Guess, Samford University, [601 University Dr., San Marcos, Texas 78666, cc31@txstate.edu].

Three business partners were stunned to learn their controller of five years had embezzled approximately $200,000 from their small technology firm. The attorney for the embezzler called and notified them the controller was resigning effective immediately and they had no hope of recovering any of the money. Such news would have had serious financial repercussions for any small firm. But, the attorney's revelation of the embezzlement came at a particularly tenuous time because the partners were in negotiations to sell their company. The partners wanted to report the former controller to the district attorney with hopes she would be prosecuted for fraud. Yet, they knew having the embezzlement become public likely would jeopardize the sale of their firm. With hindsight, the partners knew they had given the controller too many responsibilities with no internal controls and little supervision. They wanted answers to questions about exactly how she perpetrated the fraud, but they had a more immediate concern. What steps should they take right now?

Intended Courses and Levels

This case is intended for use in an undergraduate course in financial accounting as the basis for an introductory discussion of the basic concepts of internal controls and the importance of separation of duties. It could also be utilized for the same purpose in an undergraduate entrepreneurship or introduction to business course. Another use could be for a professional training seminar to demonstrate the basics of internal control and their significance in fraud prevention and detection.

Learning Objectives

- Describe the conditions inherent in starting a new company which can make entrepreneurs more susceptible to fraud.
- Explain the Fraud Triangle and how its components influence occupational fraud.
- Assess the internal control environment and recommend ways to improve it; this includes a basic analysis using the COSO framework.
- Utilize analytical reasoning and problem solving to recognize important attributes of a situation in which an embezzlement has occurred and to identify appropriate steps the owners (or managers) should take immediately to protect their company.
- Develop a recommendation for an owner to communicate with the potential buyer of their firm when negative conditions are identified which could harm the business.

CORPORATE GOVERNANCE

- ***Corporate Governance***
- *Conflicts of Interest*
- *Business Ethics*
- *Agency Theory*
- *Entrepreneurship*

The We Company: A Quandary in Corporate Governance 17

Roberto S. Santos*, University of Massachusetts Lowell and Shreya Patel [One University Avenue, Lowell, MA 01854, Roberto_Santos@uml.edu].

On August 14, 2019, The We Company filed its IPO prospectus. Within its pages, it stated that The We Company CEO Adam Neumann had purchased the rights to the "We" trademarks from an entity known as We Holdings LLC for $5.9 million. We Holdings LLC was also managed by Neumann. When the media picked up on this, it initiated a tumultuous period of scrutiny by business pundits of the IPO prospectus. Furthermore, the lack of a clear path to profitability raised red flags with potential IPO investors, as did incidents of Neumann's self-enrichment and conflicts of interest. This made investors question Neumann's ability to run a large, public company. Something had to be done to restore investor confidence, but what? The voting power of Neumann's shares made it difficult to impose sanctions or remove him from his leadership position. The IPO roadshow was a few weeks away! What should the board do?

Intended Courses and Levels

This case is suitable for undergraduate or graduate courses in Business, Business Ethics, or Entrepreneurship. This case illustrates possible ethical and agency dilemmas that founders may face in the wake of their own success. This case aligns well with discussions regarding ethical decision-making and corporate governance but may also be used in discussions of profiting from one's own intellectual property (i.e., trademark law). The case is suitable for use as an in-class assignment or homework assignment. It is advantageous for students to be familiar with the concepts of conflicts of interest and agency theory prior to attempting the case. The instructor may assign on or more of the recommended readings as a prerequisite to students attempting the case.

Learning Objectives

- Identify whether a CEO / Chairperson actions represent a conflict of interest.
- Evaluate the fiduciary relationship between the CEO / Chairperson and board using agency theory.
- Evaluate share structure and governance implications using agency theory.
- Develop an appropriate plan of action for a board to address potential conflicts of interest.

FINANCE

- *Finance*
- *Strategy*
- *Financial analysis*
- *Opportunity-fit analysis*
- *Project evaluation*
- *Latin America*
- *SME in Agri-business*

Nutripunto and the 3X Growth Proposal 29

Ignacio Osuna,* INALDE Business School - University of La Sabana [Autopista norte KM7 costado occidental, Chía, Colombia 250001, ignacio.osuna@inalde.edu.co].

In February 2019, Luis Currea, the owner and general manager of Nutripunto–a company dedicated to the manufacture and commercialization of balanced animal feed– faced the challenge of whether to accept a proposal that would engender growth capable of tripling his small company's current size, a proposition not seen before in the company's history. The company's biggest client, Jairo Ortiz, proposed making Nutripunto the sole supplier of feed for the livestock of eight large customers, including himself. The prospective clients had grown tired with their current providers, considering that the large brands, too focused on costs and profit margins, constantly switched their raw materials, to the detriment of the productivity of the clients' livestock. The proposal therefore implied significant growth and associated challenges relating to management and investment. Currea considered four options where different economic, strategic, organizational and personal factors were at play in a complex situation for Nutripunto and himself.

Intended Courses and Levels

This case is designed for graduate students as it could be very complex for undergraduate students. Specifically, it can be used by MBA or Executive Education students undertaking introductory courses related to investment project strategy or finance. If the reader is considering the use in advanced courses at the undergraduate level, a note of caution is warranted: the discussion is likely to require more than the 80 minutes outlined in this instructor manual, potentially 160 minutes or even more. This IM is aimed for courses with graduate students.

Bearing this in mind, this case is useful, most specifically, when it comes to addressing the challenges of growth and related considerations: economic criteria for evaluating the investment, such as Net Present Value (henceforth NPV), Payback and the Internal Rate of Return (henceforth IRR), and the risks associated with such a high-impact business decision. These quantitative considerations are balanced with some qualitative elements like strategic criteria, including the differentiation of the value proposition, benchmarking, growth and its associated risks, as well as the implications in the quality of life of the owner and manager of the company.

Learning Objectives

- Determine the company's strategic focus and the alignment of the growth project in hand with the company.
- Establish the risks inherent in a large investment project (in terms of the company) for the decision making to take advantage of the growth opportunity.
- Decide among various options, considering economic criteria (NPV, IRR or Payback) and strategic implications, proposing a comprehensive recommendation about the course of action to follow.

INFORMATION SYSTEMS

- *Information Systems*
- *Business Management*
- *IT Management*
- *Technology Adoption*
- *Digital Transformation*

People Development Institute: Selecting a Digital Badging Platform 37

Terry M. McGovern,* University of Wisconsin-Parkside and Clinton Daniel, University of South Florida [900 Wood Road, PO Box 2000, Kenosha, WI 53141-2000, mcgovert@uwp.edu].

In mid-October of 2020, Rico Ruiz, Director of Organizational Development at Tampa General Hospital (TGH), had to decide on a Digital Badging Platform (DBP) to support a professional development program hosted by University of South Florida (USF) for delivery to TGH's health care workers in the proposed People Development Institute (PDI). Ruiz was approached by TGH's CEO, John Couris, about a challenge with organizing and tracking the engagement of professional development of employees across its various departments. TGH was a highly respected hospital with nationally ranked clinical programs. Couris insisted that the development of the professional skills of 8,100 members in their interactions with other employees and patients needed to be better organized and tracked. Couris was prepared to invest $10M over a 10-year period into a healthcare professional development center, PDI, in partnership with the USF Muma College of Business. Dr. Matthew Mullarkey, a professor and co-director of USF's Doctor of Business Administration program, where Couris was in his second year of study, thought a system of micro-credentials based on academic digital badges could provide an innovative way to credential TGH's employees as they completed developmental programs through USF. The digital badges allowed for better tracking of TGH employee development and they could be stacked into more meaningful credentials such as college credits and certificates. Additionally, employees could share their earned digital badges on social media which would be free marketing for TGH. Although he had 19+ years of experience in education and organizational development, Ruiz knew nothing about digital badges or DBPs when first approached by Couris. After meeting with a DBP consultant who specialized in the digital badging space, Ruiz was able to narrow his choice to 3 DBPs: Accredible, Badgr, and Credly. Couris needed a proposal by Mid-November, giving Ruiz ten days to select a DBP and author a report justifying his recommendation to seize an opportunity for a partnership with USF.

Intended Courses and Levels

This case is useful in an undergraduate course on Digital Transformation or Strategic IT Management course. The case requires students to consider the risk and value associated with DBPs and to develop a software selection strategy using an Information Needs Analysis TELOS (Technical, Economic, Legal, Operational, and Schedule) framework followed by the utilization of the Weighted Scoring Model Approach (WSMA). The TELOS model is used to help students understand the information needs of the firms. Once the needs are understood, then the WSMA is useful to apply to assess advantages and disadvantages of each option. Since digital badges and digital badge platforms (DBPs) are newer technologies, the case encourages discussion beyond just cost and features to other considerations such as the viability of the potential supplier as a long-term partner, risks associated with choosing the wrong partner, and the DBP's ability to keep up with technology changes.

Learning Objectives

- Apply and evaluate the Kraljic model to a digital badging platform implementation to evaluate strategic sourcing strategies.
- Apply and assess the TELOS needs analysis framework to a digital badging platform implementation to identify technical, economic, legal, operational and schedule information needs.
- Apply and analyze the weighted factor scoring model to a digital badging platform implementation to prioritize criteria and evaluate the potential solutions.
- Develop a final recommendation to solve the digital badging platform selection problem, including an implementation plan.

MARKETING

- *Marketing*
- *Branding*
- *Crisis Management*
Public Relations

Magformers LLC and Amazon: Dealing with Counterfeit Magnetic Toys 47

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After a child was seriously injured by a toy that was alleged on social media to be one of Magformers' products, Chris Tidwell, CEO of the company, had to determine the best way to deal with the crisis. Magformers' signature products were sets of shaped plastic pieces with strong cylindrical magnets embedded in the edges that allowed children to build things. Beck White, a 4-year-old, ingested 13 magnets from a copycat product sold by IMDEN on Amazon's website. He needed surgery to remove parts of his colon, intestine, and appendix. On December 27, 2018, Beck's mother, Jennifer, posted a warning about the danger of magnetic toys to other parents on Facebook. The post generated a social media firestorm in which Magformers was incorrectly identified as the toy at fault. At the close of the case, Chris Tidwell faced two problems. First, Tidwell needed to figure out how to restore the brand reputation of Magformers in the aftermath of the Beck White incident. Second, he needed to figure out how to address inferior and unsafe products that were sold on Amazon.

Intended Courses and Levels

This case was written to be used in undergraduate marketing courses. It is most applicable to the topics of branding, crisis management, and public relations. The case provides a vivid example of how a brand crisis can occur and quickly spread through social media. In addition, the case illustrates the dangers that counterfeits pose to a firm's brand image and allows a discussion of brand protection strategies.

Learning Objectives

- Defend the importance of branding.
- Identify and explain the risks that counterfeit products pose to a firm's brand equity.
- Identify various steps that a company can take to protect its brand.
- Describe how negative information about a brand on social media can quickly damage a company's brand, requiring a firm to respond.
- Assess responses to brand crises and recommend improvements.
- Develop approaches to fight counterfeit products that are mistakenly or purposefully identified by consumers as being genuine products.

ORGANIZATIONAL BEHAVIOR

- *Organizational Behavior*
- *Decision Making*
- *Organizational Behavior*
- *Managing Uncertainty*
Leadership Development

Depart, Depart, Depart! 57

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Army First Lieutenant (1LT) Gavin Bell joined his unit in Afghanistan only weeks after graduating helicopter flight school in the United States. On his first flight ever without the watchful eye of an instructor pilot, Bell sat in the helicopter, left temporarily alone at a remote forward operating base in northeast Afghanistan. Bell's team of two helicopters had landed to drop off reconnaissance materials to the ground force planners and the transfer was taking longer than expected. Beginning to run low on fuel and with Bell's experienced co-pilot still in the base headquarters, the base defense operations center ordered all aircraft to depart the base landing zone due to an immediate enemy attack from the surrounding mountains. Bell has only seconds to decide to make a life-or-death decision: depart by himself in the helicopter, disobeying regulations prohibiting single-pilot flights, or remain at the base his helicopter, a vulnerable target as the enemy fire intensifies.

Intended Courses and Levels

This case is intended for upper-level undergraduate or graduate courses in leadership, management, or organizational culture. Ideally, this case could serve in a capstone capacity to link several prior blocks of instruction related to self-efficacy, decision-making, socialization and organizational culture. This case would support a lesson specifically focused on decision-making or organizational culture to understand the complex interplay of culture and leadership at the decisionmaker level. Finally, instructors or administrators could use this case as part of a training exercise for professional leaders or decision makers. Employing a less academically rigorous approach to the case, orientation exercise facilitators could focus discussion on understanding the complex interplay of experience, time, resources, and regulatory guidance as they impact decision making and organizational culture.

Learning Objectives

- Apply theories of naturalistic decision-making and schemas to a real-world scenario.
- Understand the impacts of organizational culture on risk tolerance.
- Evaluate the effects of socialization on decision-making and initiative.
- Consider how leaders influence their subordinates' decisions.
- Balance the utility of explicit rules and implicit intent regarding risk management.

- ***Organizational Behavior***
- *Feedback*
- *Gender*
- *Women in Leadership*
- *Organizational Culture*

Sally Witherspoon, PhD: Learning from 360-Degree Feedback 65

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Sally Witherspoon had a PhD in Statistics, was a 30-something mother of two young children, and was a highly successful manager at Legend Corporation, a high-technology company which sent its high-performing women managers to its Women's Leadership Workshop. Before attending the program, Witherspoon, like the other WLW attendees, asked colleagues and her boss to give her feedback on the Kouzes and Posner's 360-degree Leadership Practices Inventory. On the first day of the program, the participants received their 360-degree feedback: Witherspoon was stunned and emotionally distraught by the negative data that she received from her boss. Now, she needs to figure out how to calm herself; if and how to share her harsh feedback with others at WLW; and, in addition, how to prepare herself for a conversation about her feedback with her boss.

Intended Courses and Levels

This case was written for undergraduate students in an organization behavior course with a module on feedback. Considering the pervasiveness of feedback in today's workplaces, faculty may teach this case in various OB and/or Human Resource Management courses which have modules on receiving and learning from feedback. The case may also be used in a Women in Leadership course where there is a module on feedback.

Learning Objectives

- Identify and critically assess the emotional factors that influence a recipient's responses to feedback, especially negative feedback.
- Identify ways to ask for and learn from feedback.
- Analyze gender issues often embedded in feedback: the types of feedback that women managers and executives may receive, and how they could integrate feedback.

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ISBN 978-1-7377586-0-0

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