ABSTRACTS ONLY

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OUTSTANDING TEACHING CASES GROUNDED IN RESEARCH

ERIC DOLANSKY, EDITOR

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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:

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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.

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

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If you want to use one of these distributors, but cannot find the CRJ case you want, contact the NACRA VP Case Marketing, Terry McGovern, mcgovert@uwp.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 42 Issue 1 of the *Case Research Journal*, which marks the first issue in my tenure as Editor. In this you will find six cases in the areas of Entrepreneurship, Social Entrepreneurship, Marketing, Change Management, and Human Resource Management. Though volume 42 is technically under my supervision, this issue would not have been possible without the efforts, knowledge, and experience of *CRJ*'s outgoing editor, Gina Grandy. She supervised these cases as editor and made sure they were ready for publication. I hope to be able to do the same thing for my successor as editor when the time comes.

In this issue we also present to you the nominees and winners of the Curtis E. Tate Jr. award, presented at the 2021 North American Case Research Association (NACRA) conference. Congratulations to the 2021 winners, Janet Hamilton and Charla Mathwick, for their case "Green Zebra: Grow Fast or Grow Slow (Case B)," as well as nominees Brooke Klassen (for "Cracking the Code at Coconut Calendar,") and Meredith J. Woodwark, Stephen D. Risavy, and Karin Schnarr (for "Doctors Divided: The Battle over Relative Physician Compensation in Ontario,"). I encourage you to look for this cases in volume 41 of *CRJ* and through our distribution partners.

Three cases in this issue have to do with forms of entrepreneurship. "Corporate Entrepreneurship at Enagás: Transforming from the Inside Out," by Joan Riera and Suzanne Jenkins, concerns expanding an entrepreneurial mindset within a large, traditional firm. In this case, Fernando Impuesto, a commercial director at Enagás who was also the part-time director of a pilot intrapreneurship program, was offered an opportunity to grow his part-time role into a full-time one, and to build the program into a major part of the corporation. The case analysis has to do with planning what such a program would look like and how it would fit into the larger organization. "A Perfect Seed: Developing a Sustainable Quinoa Market for Social Impact," by Tamara Stenn, Maria Ballesteros-Sola, and Kiran Kandade, presents a different kind of side venture. The protagonist has been running a co-op focused on importing rare Bolivian Royal Quinoa, in the face of difficult competition and rising costs. The third entrepreneurship case, "Givewith: Harnessing Social Impact from Everyday Business Activities," by David Y. Choi and Darlene M. Fukuj, is about a startup designed to increase the resources available to social and environmental initiatives. The case discussion involves entrepreneurial competence, viability of a startup, and decisions about ways to proceed.

The three other cases in this issue cover different topics. "Greening Marines? Reducing Energy Use in the U.S. Marine Corps," by Kathryn Aten, Anita Salem, and Daniel Whitt, tackles the issue of change within the largest user of fossil fuels in the United States, the military. In the case, Colonel James Caley must decide whether to support a new proposal focused on behavioural change on the part of individual members of the Marine Corps. In "TymeBank in 2019: Chasing the Millions," by Michael M. Goldman, Nicola Kleyn, and Luisa Mazinter, the fast growth and momentum of this digital bank must be maintained. Competition in the industry was increasing, and students will need to recommend a marketing spending plan. This case is set in South Africa, bringing discussion elements around emerging markets. Internal issues are the focus of "Throwback Brewery: Personnel Performance Appraisal Decisions to Ring in the New Year," by Danielle J. Clark, Armand Gilinsky Jr., and Allo Gilinsky. The case discussion includes a consideration of formal vs. informal performance appraisal in order to address issues of pay disparity and communication.

It is notable that five of the authors of cases in this issue are Paul R. Lawrence Fellows, having been awarded the fellowship by the Case Research foundation. These authors are Maria Ballesteros-Sola, Danielle J. Clark, Michael M. Goldman, Kiran Kandade, and Tamara Stenn. I see this as a success for the case-writing community, and a demonstration of the interwoven nature of *CRJ*, NACRA, and the Case Research Foundation. If you are not already a member of this community, consider attending the NACRA conference, and if you are, consider supporting the great work done by all three.

Please share 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. If there is a particular case that you believe will fit in your course or that of a colleague, encourage them to check it out. I also ask 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, and the feedback given by our reviewers and editorial team is constructive and designed to improve your work. Furthermore, we are always looking for reviewers at all experience levels, if interested, you can sign up on *CRJ*'s ScholarOne site.

As noted above, this is my first issue as Editor of Case Research Journal, and though I cannot claim credit for seeing these cases through to publication I proudly present them to you in this issue. These cases represent the culmination of efforts by authors, reviewers, and associate editors; ultimate credit goes to outgoing Editor Gina Grandy, who oversaw and managed the journal in an exemplary fashion over the past four years. We have a strong editorial team going into my tenure as Editor, with associate editors Karen Boroff (continuing in her role), Janis Gogan and Randall Harris.

As Editor, my virtual door is always open to you for your questions, suggestions, and concerns. You can contact me at edolansky@brocku.ca and I will be happy to answer, help, or discuss. I look forward to reading your cases!

Sincerely
Eric Dolansky, Editor
Case Research Journal

Congratulations to the Curtis E. Tate Jr. Award Winners
(Best Cases Published in 2020 Volume 40 of the Case Research Journal)

<u>Curtis E. Tate Award Winner for Volume 40</u>

Green Zebra: Grow Fast or Grow Slow (Case B)

by

Janet Hamilton and Charla Mathwick

Portland State University

<u>Curtis E. Tate Award Runners-Up</u>

Cracking the Code at Coconut Calendar

by

Brooke Klassen

University of Saskatchewan

Doctors Divided: The Battle over Relative Physician Compensation in Ontario

by

Meredith Woodwark, Stephen Dennis Risavy and Karin Schnarr

Wilfrid Laurier University

Abstracts Only

CHANGE MANAGEMENT

- *Change Management*
- *Stakeholder Analysis*
- *Technology Assessment*
- *Sustainability*

Greening Marines? Reducing Energy Use in the U.S. Marine Corps 1

Kathryn Aten,* Anita Salem, Daniel Whitt Naval Postgraduate School
[1 University Circle, Monterey, 93943-5006 kjaten@nps.edu]

The USMC relies on new technologies, which drastically increase fuel needs. Getting fuel to Marine units in the field is costly in terms of dollars and lives. Colonel James Caley is responsible for analyzing, developing, and directing the USCM's energy strategy. He must decide, should he support a proposal to focus on reducing fuel use through behavioral change, or should he oppose the proposal and focus instead on fuel-efficient weapons systems. Important stakeholders in government and industry are skeptical of the effort to reduce fuel use and implementing behavioral change will require significant cultural change. Caley, and the student, must consider if he is likely to get individual Marines to change their fuel-use behavior, or if it is more likely that the proposal will result in wasted effort, antagonize skeptical stakeholders, and ultimately set back his organization's mission. He, and the student, must assess the costs and benefits of a technology solution, analyze the interests of stakeholders, identify enabling and hindering forces for change, and then, devise steps to generate organizational change.

Intended Courses and Levels

The Greening Marines case is appropriate for undergraduate or graduate courses in management, organizational change, and sustainability. It can also be useful for courses focused on the public service sector. The case provides an opportunity to discuss approaches to organizational change generally and, specifically, change processes involved in the adoption of energy-efficient practices and technologies. With an additional reading, the case could be used in a public sector course to discuss the challenges of organizational change in public bureaucracies.

Learning Objectives

After studying this case, students will be able to:

- Assess the costs and benefits of a technology solution
- Analyze the influence of stakeholder interests on an organizational change
- Evaluate enabling and hindering forces for an organizational change
- Explain how energy cultures (beliefs, material equipment, practices) can influence technology adoption and behavior in organizations
- Devise steps for an organizational change.

- *Entrepreneurship*
- *Intrapreneurship*
- *Innovation*
- *Open innovation*

Corporate Entrepreneurship at Enagás: Transforming from the Inside Out 19

Joan Riera* and Suzanne Jenkins, Esade Business School [Av. de la Torre Blanca, 59, 08172, Sant Cugat, Barcelona, Spain, joan.riera@esade.edu].

In September 2017, Fernando Impuesto, Commercial and Technical Services Director at Madrid-based natural gas infrastructure company Enagás, was offered the opportunity to transform the company's pilot intrapreneurship initiative into a robust corporate entrepreneurship program to support the company's new "decarbonization" strategy. Within two weeks, he needed to make a proposal about how to structure the program and focus his efforts in the first year, with the ultimate goal of generating a new portfolio worth €1 billion in five to ten years. Stepping into Impuesto's shoes, students will make recommendations for effectively addressing key corporate entrepreneurship tensions, including: tight vs. loose control; internally focused vs. externally focused initiatives; and old versus new ownership and governance models and relationships.

Intended Courses and Levels

This corporate entrepreneurship case is designed to be used in MBA Entrepreneurship and Innovation courses. It works best in the last sessions of the course, after basic entrepreneurship and innovation concepts have been taught, such as opportunity assessment, business modeling, design thinking, lean startup and business planning. It is also helpful if students are already familiar with basic strategy, human resources, entrepreneurship, and innovation concepts and challenges, so that they have a systemic vision of the organizational context of corporate entrepreneurship. The case also works well in executive education; see IM Appendix 1.

Learning Objectives

The case invites students to evaluate options and make recommendations for effectively addressing key corporate entrepreneurship tensions, including: tight vs. loose control; internally focused vs. externally focused initiatives; and old versus new ownership and governance models and relationships. In so doing, this case gives students an opportunity to learn how to innovate in a systematic and continuous way, using entrepreneurial techniques. The specific learning objectives (LOs) are:

- Distinguish between entrepreneurship, intrapreneurship, and corporate entrepreneurship and between the internal and external dimensions of corporate entrepreneurship:
    a. Internal: support entrepreneurs inside the organization ("intrapreneurs")
    b. External: collaborate with external entrepreneurs and their startups
- Identify organizational, strategic, governance, and control challenges in a corporate entrepreneurship initiative.
- Develop actionable recommendations to help an organization deliver systematic and sustainable innovation through a comprehensive corporate entrepreneurship system:

- ***Human Resource Management***
- *Employee Performance Management*
- *Annual Employee Reviews*
- *Developing Employees*

Throwback Brewery: Personnel Performance Appraisal Decisions to Ring in the New Year 39

Danielle J. Clark,* Hillsborough Community College, Armand Gilinsky Jr., Sonoma State University and Allo Gilinsky, [4001 W Tampa Bay Blvd Tampa FL 33614-7810, drdanielleclark@gmail.com].

In December 2019, Throwback Brewery, a small brewery and farm-to-table restaurant in New Hampshire, had many things working in its favor: a loyal customer base, a strong culture and long-tenured Team Leaders who had helped to make the brewery the success it had become. At the same time, Throwback Brewery struggled with internal issues such as pay disparity among its employees and a lack of effective communication between the owners Nicole and Annette and their employees. To address these issues and keep the company on a growth trajectory, Nicole and Annette wondered if a more formal talent management system was needed to assess staff performance. In hopes of improving upon the company's shortcomings and aligning Throwback Brewery for continued growth and success, Nicole and Annette consider talent management options including a personnel performance appraisal process.

Intended Courses and Levels

This field-based case was prepared for use in undergraduate and graduate Human Resources courses or for a Compensation and Benefits elective course. Instructors will find it useful to position this case relatively early in the course as it exposes students to a variety of HR concepts such as company culture, company values, pay disparity, and job descriptions.

Learning Objectives

- Understand how personnel performance appraisal practices may indicate how effectively management is achieving organizational goals.
- Identify essential elements and considerations of a formal vs. an informal process for performance appraisal.
- Recognize elements of a formal personnel performance appraisal process that could be used to build upon previous informal performance evaluation efforts.
- Deliberate the benefits and limits of implementing a formal performance appraisal process and make a recommendation to the owners.

- ***Marketing***
- *Brand Positioning*
- *Marketing Communications*
- *Digital marketing*

TymeBank in 2019: Chasing the Millions 49

Michael M. Goldman,* Sport Management Program, University of San Francisco & Gordon Institute of Business Science , University of Pretoria; Nicola Kleyn, Rotterdam School of Management, Erasmus University & Gordon Institute of Business Science, University of Pretoria; Luisa Mazinter, Gordon Institute of Business Science, University of Pretoria [101 Howard Street, Suite 430, San Francisco, CA 94105-6134, mmgoldman@usfca.edu].

Luisa Mazinter, the CMO of TymeBank in South Africa, was tasked in August 2019 with maintaining the country's first digital bank's rate of customer acquisitions, while increasing the account usage of their existing customers. Six months after the launch, TymeBank had been described as one of the fastest-growing digital banks in the world. Although the brand launch had been successful across a number of measures, Mazinter knew that maintaining this momentum in the coming year would present additional challenges. The dominant major banks were responding by reducing their fees, promoting new digital services and aggressively targeting TymeBank's target market. New entrants also presented a looming threat. The case requires students to identify Mazinter's marketing choices, analyze the emerging market environment, competitive positioning, and existing integrated marketing communications campaign, propose an appropriate allocation of marketing spend for September to December 2019, and recommend how TymeBank needed to evolve its marketing activities into 2020.

Intended Courses and Levels

This case is appropriate for advanced undergraduate and MBA courses focused on Marketing Strategy or Marketing/Brand Management. At both levels, the case will be valuable in generating discussion on market analysis, and how to launch and grow a new challenger brand. This case is unique and interesting to students because it examines a brand launch campaign in a competitive and challenging emerging market banking context, details the success of this fintech start-up's mobile-first digital marketing campaign, and challenges students to propose a marketing strategy to further grow customer acquisition and usage.

Learning Objectives

By the end of the case study, students will be able to:

- Evaluate the implications of a marketing environment in an emerging market for the development and execution of the marketing strategy and tactics for a new entrant (LO1);
- Describe and justify a new brand's competitive positioning and value proposition in an established banking industry with strong incumbents (LO2);
- Critique an integrated marketing communications campaign with a strong focus on digital and social marketing (LO3); and

- Identify and assess strategic and tactical marketing choices, and argue for a recommended course of action in a volatile, resource-constrained environment (LO4).

SOCIAL ENTREPRENEURSHIP

- *Social Entrepreneurship*
- *Female Entrepreneur*
- *Cooperatives*
- *Market Entry*
- *Segmentation & Targeting*
- *Food Industry*

A Perfect Seed: Developing a Sustainable Quinoa Market for Social Impact 69

Maria Ballesteros-Sola,* California State University Channel Islands, Tamara Stenn, Landmark College, Kiran Kandade, Brunel University.
[CSUCI, One University Drive, Camarillo, CA 93012-8599, maria.ballesteros-sola@csuci.edu].

The case portrays Dr. Tamara Stenn, a researcher and social entrepreneur wrestling with a market entry decision in December 2020. Stenn spent three years in Bolivia researching the quinoa farming industry as a Fulbright scholar. Upon her return to the US in 2018 she founded a co-operative, A Perfect Seed (APS) with Bolivian farmers and US-based academics in order to import exclusive Royal Bolivian quinoa varieties into the US market. Quinoa, considered a superfood, was already widely available in the US market but most of the sales were of the cheaper Peruvian variety farmed with industrial means. Stenn saw an opportunity to appeal to the most sophisticated US consumer that valued the authenticity and cultural nuances of foods. However, in late 2020 Stenn found herself with limited sales, opportunistic in nature, and needed to decide on what market to focus on as she was re-applying to the Start Co-op accelerator in Boston, MA. The case includes the social entrepreneur and APS' backgrounds, challenges faced, elaborates on the quinoa industry, and discusses different market options. This case is written to be used in undergraduate courses related to marketing, entrepreneurship, and social entrepreneurship. Additionally, it could also be used in development economics courses, as the students need to grapple with market-driven conditions, brought about by economic development projects and global trade, that impact the wellbeing of native producers.

Intended Courses and Levels

This case is intended primarily for upper-level undergraduate courses in social entrepreneurship. Additionally, it could be used in marketing and commercial entrepreneurship introductory courses.

Learning Objectives

After preparing and discussing this case students should be able to

- Evaluate key characteristics of social entrepreneurs in general, and female social entrepreneurs in particular, as well as the challenges faced in the development of their ventures.

- Identify and critically analyze segmentation and targeting concepts to assess the attractiveness of different market segments both B2C and B2B.
- Compose a course of action to help grow an early-stage social enterprise.

SOCIAL ENTREPRENEURSHIP

- *Social Entrepreneurship*
- *Social Entrepreneurship*
- *Corporate Social Responsibility*
- *Sustainability*

Givewith: Harnessing Social Impact from Everyday Business Activities **89**

David Y. Choi* and Darlene M. Fukuji, Loyola Marymount University [1 LMU Drive, Los Angeles, CA 90045, david.choi@lmu.edu].

Paul Polizzotto, a serial social entrepreneur, believes that his new technology startup idea, Givewith, will enable businesses to tie social impact giving to their everyday business transactions, and thereby open up the floodgates to more resources for social and environmental change. Fundamental to the viability of Givewith is what Polizzotto calls "Social Value Economics", the construct that tying social impact giving to a business transaction can increase its value. With his employment contract meeting coming up next day with CBS, the media conglomerate, Polizzotto has to decide whether or not to pursue Givewith and whether to launch it as an independent startup or as a corporate venture. Students are given the opportunity to integrate their analyses of the case, including Polizzotto's entrepreneurial competence and motivation, validity of social value economics, and viability of Givewith to arrive at their recommendation.

Intended Courses and Levels

The case is primarily intended for an Entrepreneurship course in a class on social entrepreneurs or Social Entrepreneurship course. The case could secondarily be used for a course in Corporate Social Responsibility. The case is applicable for both undergraduate and graduate levels. However, the case material can be quite advanced for undergraduate students, with complex topics like Social Value Economics, ESG ratings, and transaction cost. If taught to undergraduates, it is advised that instructors introduce the case toward the end of the semester after the students have learned some of the concepts discussed in the case.

Learning Objectives

Students will learn to:

- Evaluate an individual's competency as an entrepreneur (LO1).
- Understand entrepreneurial motivations and how they inform decisions to start new ventures (LO2).
- Examine the validity of "Social Value Economics", i.e., if social impact giving can indeed create incremental positive economic benefit (LO3).
- Analyze the viability of a novel startup and recommend whether it should be launched as a startup or a corporate venture (LO4).

NACRA

North American Case Research Association

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