ABSTRACTS ONLY

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OUTSTANDING TEACHING CASES GROUNDED IN RESEARCH

ERIC DOLANSKY, EDITOR

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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:
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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.

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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

You are about to read six excellent cases, and one insightful article, in Case Research Journal Volume 42, Issue 2. Before you begin, I would like to take a few minutes of your time to discuss the contents of this issue. In particular, I would like to comment on a consistent theme connecting three of the cases: setting decision-focused cases within a university or business school.

The cases “Do We Shop Until We Drop,” “Starting a Student-Run Business at Loyola University Chicago,” and “SoccerGrlProbs,” are all set, in whole or in part, at universities. I have recently heard from some case authors that there exist publishers who no longer accept cases set at universities. It is not difficult to imagine the reasons for this, as such cases can often be based on the personal experiences of the author, be limited in terms of data sourcing, focused on problems that may not be relevant to most business case audiences, and may be prone to fictionalizing. Needless to say, these potential issues do not plague the cases we are publishing in this issue, but this does provide an opportunity to discuss such challenges and how to overcome them.

Early in my case writing career I did exactly what I am saying is a problem. I wrote a case, based largely on one newspaper article, and for the ‘decision,’ I invented a business professor who was considering how to present the material to his class. So there you go: limited sourcing, a fictionalized protagonist, lack of relevance to a business-decision audience and I managed to fit it all in one case. Around the same time I read a case, while reviewing for a conference, where the authors told of an internal squabble between department colleagues and called it a human resources case. This case was, in my opinion, of limited value due to the authors’ biases and the less-than-relatable setting.

To me, the issue is less one of context and more about content. As editor, I try to consider whether a case meets the standards and expectations of the journal. Does it have a strong, clear decision focus? Is there a research contribution evident in the instructor’s manual? Does the manuscript present an interesting, relatable, and well-told narrative? The answers to these questions are far more important than the setting and context. A case about friction within a university department could make for a good human resources case, if the topic is chosen more for its value and use in a case classroom and the work is undertaken with the same rigor as a case based at an external organization.

And let us not lose sight of the advantages of such cases. Students will naturally relate more to student protagonists, and two of the cases contained herein have student protagonists. “SoccerGrlProbs,” by Jeffrey D. Moretz, focuses on a student athlete, close to graduation, trying to determine whether to make the viral social media content she and friends created into a full-fledged business. “Do We Shop Until We Drop,” by Michael McCollough, follows the president of a student-run business housed within a university, and the decisions he and his team must make about managing the three ‘wins’ outlined in the organization’s mission. Universities also make real, business-focused decisions, even though they are not often thought of as businesses. The third university-set case, “Starting a Student-Run Business at Loyola University Chicago,” by Ugur Uygur and Jonathan Ferrera, contains such a decision. The case is about a capital project at the university and how it should be used going forward, with one option being that it would be used for experiential education, specifically a student-run hotel business. I am proud to present these cases in this issue of Case Research Journal and believe any publisher reticent to accept them simply because of their setting would be making a mistake.

This issue has another consistent thread throughout, as four of the six cases feature women entrepreneurs as protagonists, including the aforementioned “SoccerGrlProbs,”. It was not long ago that

Case Research Journal published a special issue on this very topic, and I think it speaks to out progress that we have a majority of cases about women entrepreneurs without it being a designated topic of the issue. In "Pivoting at Portneuf Valley Brewing," by Nicole Hanson, brewpub owner Penny Pink was wrestling with generating sufficient revenue to keep her business afloat and had various options to explore. This case includes good introductory quantitative analysis as a basis for decision-making. "Embracing Coffee Culture: Grace Sun Returns to China," by Douglas B. Allen, Vijaya L. Zinnoury, and Jenna Schmitt, follows the title entrepreneur as she endeavors to open a café in Shanghai and take advantage of the burgeoning coffee market there. The decision contains both specific elements, such as the ideal location for the café, as well as larger strategic issues. Finally, "Individual Entrepreneurship Orientation: Considering a Transition From Corporate Leadership to Entrepreneurship," by Florentine Salmony, focuses much more on the entrepreneur herself and the decision she is in the midst of making. Determining if she is more suited to a corporate or entrepreneurial role forms the crux of the choice in this case.

The topic of women entrepreneurship also fits nicely with the article at the beginning of this issue, "Hey, Guardians of the Case Method! Got Diversity, Equity and Inclusion on Your Mind?" by Meredith Woodwark and former Case Research Journal editor Gina Grandy. This article straightforwardly challenges us, as case authors, reviewers, instructors, and editors, to work harder to make our cases more friendly to diversity, equity, and inclusion (DEI). There are many general and specific recommendations and suggestions for how to do so. The idea that has stuck most strongly with me, personally, is that cases can be DEI-forward (i.e. about these issues) or present these issues in a less central way. While this issue's cases on women entrepreneurs vary in terms of how much they focus on the facts of being a women in entrepreneurship, they all advance representation, visibility, and discussion of the topic.

I'm happy to continue this conversation with you and to discuss how Case Research Journal can continue to improve. I am always happy to hear from authors, reviewers, and instructors, so do not hesitate to contact me at edolansky@brocku.ca. Please continue to contribute to the case writing community through sending us your work, reviewing, and participating in case conferences. Enjoy the contents of this issue and I look forward to interacting with you in the future.

Sincerely
Eric Dolansky, Editor
Case Research Journal

Abstracts Only

ARTICLE

- ***Case Method***
- *Case Teaching and Writing*
- *Diversity, Equity and Inclusion*
- *Business Education*

Hey, Guardians of the Case Method!
Got Diversity, Equity and Inclusion on Your Mind? **1**

Gina Grandy,* University of Regina and Meredith J. Woodwark, Wilfrid Laurier University [3737 Wascana Parkway, Regina, Saskatchewan, Canada S4S 0A2 Gina.Grandy@uregina.ca]

This article initiates a discussion with the 'guardians of the case method' to make teaching cases more DEI-friendly. It outlines how instructors, case writers, and other case stakeholders can consider the principles of diversity, equity, and inclusion in the cases they select, write, review, and publish. For instructors, a DEI case teaching toolkit along with other useful resources are provided. For case writers, DEI guidance for writing cases and instructor manuals and suggested exemplar cases are offered. The article concludes with a compiled list of contemporary resources about DEI teaching considerations in business schools.

ENTREPRENEURSHIP

- ***Entrepreneurship***
- *New Ventures*
- *Entrepreneurial Passion*
- *Entrepreneurial Intentions*
- *Entrepreneurial Capabilities*
- *Coffee industry in China*

Embracing Coffee Culture: Grace Sun Returns to China **17**

Douglas B. Allen,* Vijaya L. Zinnoury, and Jenna Schmitt, University of Denver, [Denver, CO 80210, Vijaya.Zinnoury@du.edu].

With a passion for coffee inspired by her experience overseas, Grace Sun enrolled in a coffee school to learn how to roast her own coffee. With the business skills she had obtained during her MBA program, Grace, along with two partners (Mr. Wang from Beijing and Chester Shen from Shanghai), was exploring the possibility of opening a coffee shop in Shanghai in 2014. This case gives students the opportunity to evaluate Grace's entrepreneurial intentions, capabilities, and passion in addition to assessing competitive conditions in the coffee industry in China and make a recommendation to the protagonist regarding her proposed café in Xujiahui mall location.

Intended Courses and Levels

This case is appropriate for use in undergraduate introductory courses in:

- Business
- Entrepreneurship

The case works well without any prerequisites and has been used as an introductory case. However, it is versatile enough that it could be used later in a course of study as well. The case authors have successfully used it in both in-person and online teaching modalities. It has also been used as a final exam case.

Learning Objectives

The specific learning objectives are as follows:

- Assess entrepreneurial intentions and readiness of "returnee" entrepreneurs);
- Evaluate entrepreneurial capabilities;
- Examine the competitive conditions in the coffee industry in China and Shanghai;
- Recommend whether the protagonist and her partners should open a cafe in the proposed location in the case or not.

ENTREPRENEURSHIP

- *Entrepreneurship*
- *Career transition*
- *Personality traits*
- *Female founders*

Individual Entrepreneurial Orientation: Considering a Transition from Corporate Leadership to Entrepreneurship **29**

Florentine U. Salmony,* HHL Leipzig [Jahnallee 59 Leipzig, Leipzig, Sachsen 04109 – Germany, florentine.salmony@hhl.de].

Set in 2018-2021, the case protagonist Alexandra Schneller faced the decision of becoming an entrepreneur or not. Coming from a working-class background, her career vision did not originally entail entrepreneurship. After business school, Schneller had entered various corporate roles, including finance management and a dual study model in a large German corporation. At the same time, she was an eager participant in well-being workshops and yoga classes and was becoming increasingly interested in pursuing a career in such an area full-time. She began to notice that founding her own business would be something she would feel passionate about and investigated whether her personality would suit an entrepreneurial career. The case ends with the decision that is to be discussed in classes, if Schneller should start her own business offering an online platform for workshops or if she should continue her corporate career or explore other options.

Intended Courses and Levels

This case is appropriate for undergraduate and graduate business courses or workshops on entrepreneurship, as well as incubator classes for early-stage venture founders. The case is particularly relevant for classes focusing on personality aspects of entrepreneurship. It explores the influence of personality traits on the decision to enter entrepreneurship as a career choice. There are no specific prerequisites that should be covered in class prior to the case. The case itself is intended purely as a teaching case and is not set up as an exam, due to the important discussion items in the case. In a course, the case could be used as an introduction to personality traits or as an optional psychological deep dive within primarily business-oriented classes. There are no constraints regarding the timing of the case within a set of classes.

Learning Objectives

After successfully completing this case, students should be able to:

- Understand the concept of personality traits, including the Big Five framework;
- Apply personality trait frameworks to career choices and entrepreneurship;
- Appreciate the limitations of personality trait frameworks;
- Recognize the interplay between personality and other influences on career choice, including social and financial considerations;
- Analyze the decision-making process and variables, in particular those relating to personality traits, involved in career shifts from corporate roles to entrepreneurship.

Entrepreneurship is an increasingly attractive career path for young individuals. Guidelines for evaluating entry into entrepreneurship typically revolve around business factors, such as business plans. Although these are important, other - personal - influences similarly play a role. Despite this, personality, background, and motivation are tentatively considered.

This case study offers a novel account by teaching students the importance of personality for a career choice or transition. Students must consider the influence of personality traits on the decision to continue a corporate career or explore other options. Students are encouraged to reflect on considerations made during career transitions, the influence of personality factors, and the conflict Schneller is in. The case introduces students to a common personality framework, the Big Five, and discusses the influence of personality on career choices.

ENTREPRENEURSHIP

- ***Entrepreneurship***
- *Social Entrepreneurship*
- *Business Plans*
- *Entrepreneurial Business Strategy*

SoccerGrlProbs **41**

Jeff Moretz,* Catherine C. Giapponi, and Christopher Huntley, Fairfield University [Fairfield University, 1073 North Benson Road Fairfield, CT 06824, jmoretz@fairfield.edu].

Three teammates on a Division I women's soccer team faced a dilemma regarding their burgeoning notability on social media, including Twitter and YouTube. Their journey began with funny tweets, and their Twitter followers began requesting a YouTube video. They responded with their first video, Sh*t Soccer Girls Say, and within three days it had over a million views. SoccerGrlProbs benefitted from fortuitous timing, and their popularity on social media platforms presented a potential entrepreneurial opportunity. However, the three undergraduate students had never envisioned themselves as female entrepreneurs, and they faced challenges including their NCAA athlete status, their lack of experience in business, and limitations on resources with which to launch a business. The lone senior among the three needed to make a decision. Should she pursue a business start-up on her own post-graduation; wait to launch the business venture until after her teammates graduated; or simply maintain their social media platform as a hobby and source of entertainment?

Intended Courses and Levels

This case has been designed for use in an undergraduate course focused on entrepreneurial ideation and validation or early-stage new venture entrepreneurship. Given the focus on student entrepreneurs, it may also be useful in introductory business courses as part of a module on entrepreneurship. The adoption of the case in an introductory business or entrepreneurship course exposes students to the "idea" of starting a business early in their academic experience. It also affords students the opportunity to wrestle with the challenges young entrepreneurs face when confronted with a potential opportunity that requires making trade-offs. The case provides a common foundation for discussing issues regarding the decision to launch a new venture and approaches to exploring possible business models. The exploration of early-stage nascent ventures involves a great deal of guesswork as the founders hypothesize about the many unknowns of starting a business. The case is specifically designed to provide an opportunity for students to practice application of the Lean Startup approach to customer discovery and to explore business model possibilities using the Business Model Canvas (BMC). The BMC provides a framework for capturing hypotheses that entrepreneurs can subsequently test as they refine their model before committing significant time, money, and energy to building out a business. The case can also be used to provide opportunities for exploring value proposition development using the Value Proposition Canvas (VPC).

The case's relatively unique focus on young female entrepreneurs provides an opportunity to expand the conception of students regarding who can be successful entrepreneurs and inspire more young women to consider pursuing their own entrepreneurial ventures.

Learning Objectives

After studying this case, students should be able to:

- Apply lean startup methodology and the business model canvas to a concrete entrepreneurial situation in order to set the stage for further customer discovery and testing of preliminary assumptions;
- Analyze and evaluate the benefits and risks of alternatives as the founders navigate tensions and tradeoffs involved in the uncertainties of exploration regarding hypothesized possibilities and opportunities;
- Examine and evaluate issues involved in opportunity assessment and the strengths and weaknesses of an entrepreneur's position;

ENTREPRENEURSHIP

- *Entrepreneurship*
- *Idea Evaluation*
- *Feasibility*
- *Business Education*

Starting a Student-Run Business at Loyola University Chicago 53

Ugur Uygur,* Loyola University Chicago and Jonathan Ferrera, Tinker & Chance Construction LLC, [820 N Michigan Ave Chicago, IL 60611-2147, uuygur@luc.edu].

Michael Brosko, Director of Capital Planning at Loyola University Chicago, had to decide on a recommendation to the president of the university about a building under construction. It could be sold as condominiums, rented as apartments, or a team of undergraduate students could start and manage the country's first student-run guesthouse. On one hand, it presented an exciting entrepreneurial opportunity, consistent with the mission of the university. On the other hand, the novelty of the concept created uncertainty about the financial and operational feasibility of the venture. The feasibility analysis investigated several issues concerning that venture with the experiential learning mission: potential demand, customer profiles, competitor analysis, operational feasibility, succession planning, alternative uses of the assets, financial feasibility, and educational benefits to the student workers.

Intended Courses and Levels

The case provides a unique setting, relatable to students in a general entrepreneurship or launching new ventures course. Both undergraduate and graduate classes were involved in the project; thus, students in both levels can relate to the main actors and the university setting. The lead author has used the case in a general entrepreneurship course in the undergraduate program and an introductory entrepreneurship course in the MBA program for several semesters and many of the approaches in the instructor's manual reflect actual experiences from those courses. The instructor can use the case in the feasibility or opportunity evaluation module.

Another unique aspect of the case is that the case provides detailed financial analyses, but the final decision is not a straightforward financial one. The students are asked to incorporate the educational benefits of the project in the context of financial uncertainty. Since there is a straightforward but somewhat complex financial modeling in the case, previous exposure to basic finance or accounting concepts is recommended but not required.

Learning Objectives

The primary learning objectives in this case are as follows:

- Analyze the financial feasibility of a new venture idea;
- Compare the financial feasibility of alternative business models;
- Evaluate an entrepreneurial idea by applying a conceptual framework (Business Model Canvas and/or Judgment Matrix);
- Identify the risks and uncertainties in starting a new venture;
- Understand and balance conflicting financial and educational goals in an entrepreneurial venture when a primary beneficiary is not the customer.

MARKETING

- ***Marketing***
- *Marketing Mix*
- *Breakeven Analysis*
- *Economic Forecasting*
- *Restaurant Industry*
- *COVID-19*

Pivoting at Portneuf Valley Brewing 67

Nicole Hanson,* Idaho State University [921 S 8th Ave, Pocatello, Idaho 83209-0001, hansnic6@isu.edu].

Penny Pink, the owner of Portneuf Valley Brewery (PVB), was feeling the negative effects from the COVID-19 pandemic and increased competition in the restaurant industry. In 2020, PVB's sales were down 30% from the prior year. While a large percentage of this decline was attributed to the pandemic, the brewpub had been operating at a loss since 2017. As she looked forward to 2021, Pink was considering four pivoting options: ramping up her delivery and take-out model, renting out her kitchen when not in use (i.e., ghost kitchen), purchasing a food truck, and/or installing a canning operation. Also, closing down the business permanently was an option. Pink was determined to keep PVB opened. She had up to $50,000 to invest into the business and 90 days to turn things around.

Intended Courses and Levels

This case is primarily intended for an upper-level undergraduate course in marketing. The case focuses on managerial decision making, basic quantitative analysis, and financial considerations. This case would work well towards the beginning of such courses as a refresher on core marketing concepts. Thus, students should have some familiarity with core accounting concepts, such as profit-loss statements and breakeven analyses. Instructors teaching classes in marketing will find an opportunity to discuss many related course concepts such as the market environment and the marketing mix. This case can be used across multiple types of classroom formats, including both online and traditional in-person classes. Instructors could use this as an assignment or exam case.

Learning Objectives

Four learning objectives are presented for this case. After studying the case, students will be able to:

- Analyze financial information to conduct a breakeven analysis;
- Understand limitations of the upcoming business year forecast;
- Utilize the marketing mix framework to analyze the various pivoting options by evaluating both quantitative and qualitative evidence;
- Recommend various pivoting options based on the marketing mix framework.

SOCIAL ENTREPRENEURSHIP

- *Social Entrepreneurship*
- *Strategy*
- *Dual Mission*
- *Hybrid Organizations*
- *Experiential Leaning*

Do We Shop Until We Drop? 75

Michael A. McCollough,* University of Idaho [College of Business and Economics, University of Idaho, P.O. Box 443161, Moscow, Idaho 83844-3161, mccollou@uidaho.edu].

Tom White, President of Wildcat Solutions (WS), a student run business and for-credit experiential learning class at the Inland Empire University must decide if they should keep secret shops, a challenging and unpopular product among the student associates that is nevertheless an important source of revenue for the class. To make this decision, White must wrestle with the multiple missions that WS has adopted.

Intended Courses and Levels

Students will relate to the student protagonists as opposed to the typically older senior business managers found in other cases. This is both because of the similarity of the students to the protagonist, White, as well as the experience some of them have had in employment opportunities where intrinsic learning outcomes are often low even as they continue to work at the job because they "need the money."

The case can be used in a later undergraduate Business or Marketing Strategy class when discussing corporate missions or when evaluating dual/multi mission organizations and social enterprises, because the case hinges on evaluating the organization mission in the context of WS revenue sources. WS is a dual/multi mission organization, which are popular with students today, and the case highlights the natural tension or contradiction such organizations have within their mission statements. Typically, the coverage of missions comes within the first few weeks of a strategy course. The coverage of social enterprises and social responsibility in marketing and business strategy typically varies in timing based on the preference of the instructor. Using the case later in a course can provide a counterpoint to the often profit-focused bent of most cases.

A final target audience is comprised of instructors engaging in professional development, who wish to learn about student enterprises with an interest in perhaps starting one at their institution. This includes those that would like to learn the application of the Kolb experiential learning model.

Learning Objectives

Students will learn the following:

- Awareness of the critical importance of an organization's mission statement;
- The challenges, contradictions, and tensions inherent in a multi mission, hybrid social enterprise;
- Whether a multi mission organization is successfully following its mission;
- How to make strategic and tactical decisions consistent with the multi mission.

Optional Student Learning outcome (see above):

- To apply the Kolb (1984) experiential learning model.

NACRA

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