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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- **Pearson Collections** (https://www.pearsonhighered.com/collections/educator-features.html)
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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

Back when I was an MBA student many years ago, there was a student-faculty get-together that took place about halfway through the first semester. I recall a conversation between myself, a couple of other students, and our strategy professor, who had asked us what we thought of the cases we were doing in class. I commented that one thing I liked about the cases was that I had a chance to learn, in an incidental way, about different businesses, industries, places, and people, while still getting the key points about the theories, concepts, and models that the cases were intended to teach. I don't know how effectively I communicated that in the moment (given that the other thing I remember about this conversation was a loud, snide comment by one of my fellow students that I was just trying to curry favour with the prof), but I still feel that way now. One of the things I love about reading so many cases is that I gain exposure to a world of business practice, and the place, problems, and people involved.

That's also one thing I love about the cases in this issue of the Case Research Journal. I will never be a chocolate maker in Vietnam or have to decide about what kind of leather to use in sunglasses cases. I think it's very unlikely that I am going to have the opportunity to adjust a funding model for maximum economic impact or decide whether to use a genetic algorithm for a footwear manufacturer. And I can say with confidence that I don't expect to make decisions about new products at one of the world's largest and most influential companies. But I get to read about all of these and immerse myself in those worlds. In a recent conversation with CRJ's associate editors, the point came up about great cases being able to instantly transport you to the world of the decision and decision-maker; the cases in this issue (and all CRJ issues) do so.

Like many of you, I have a curiosity about the world around me, and now as a professor myself I feel an obligation to stay current with what is actually happening in the world of business. As I have previously written, I'm a 'fundamentals' guy (i.e. I believe the fundamental concepts are most important, more so than any technology or tools used to achieve them), but that doesn't mean I can ignore advancements in practice. Given the nature of cases and the need for them to be up-to-date and relevant to today's students, a big part of what I know about how actual businesses make actual decisions comes from the work I read. And though I learn a lot in my role as a case teacher, reviewer, and editor, I also learn when I do my own case research. Yes, many of my cases come from existing interests or industries about which I already know something, but others are brand new to me, including cases brought to me by faculty and student co-authors, connections made by my school or other organizations, or work-for-hire. I suspect that this is the same for you.

This 'incidental learning' about companies and industries carries with it other opportunities as well. We can educate our students about topics like sustainability, business and society, or ethics, without the case being 'about' that. We can offer representation to underrepresented groups through our choice of case protagonists or where we look for topics for cases. Different perspectives on case problems and solutions can provide students a wider view of what is possible, and to move beyond the dreaded 'we do things this way because we've always done things this way.'

All of the cases in this issue of Case Research Journal challenge that statement, and are, in a way, about doing things a different way. "UnLimited Spain: A Systems Approach to Building the Impact Economy," by Suzanne Jenkins and Guillermo Casanovas, is all about maximizing impact, and what approaches are needed to do so, with the goal of not only improving the organization, but to foster a transformation of Spain's economy in general. In "Bajio Sunglasses: The Sustainable Packaging Decision," by Ram Subramanian and Michelle DeMoss, CEO Alvin Perkinson must decide on the material used in Bajio's sunglasses cases, with considerations ranging from the sustainability of the material to global supply chains. "Pikolinos: Launching Spanish Footwear Manufacturing into Human Augmentation," by Josep Lluis Cano Giner and Maria Ballesteros-Sola, examines an operational decision within a family-owned footwear company that needed to balance the lead time for manufacturing with the impact on the organization. Randall D. Harris, Anne T. Lawrence, and W. Scott Sherman contributed "Facebook and the Future of Instagram Kids," a case that looks at the decision about whether to press forward with a version of the social media platform for a younger audience in the face of a whistleblower complaint. And "Marou Faiseurs De Chocolat: Growing a Sustainability-Focused Bean-to-Bar Brand," by Michelle P. Lee and Seshan Ramaswami, brings to the forefront a marketing decision that is about growth, but is also about maintaining, acting on, and communicating the brand's commitment to sustainability.

All of these cases provide students with a window onto a different world, whether that difference is cultural, contextual, geographic, or situational. No, cases are not used primarily to teach about companies or industries, but that learning still occurs. I urge you to read, use, and recommend the cases in this issue, as each is well-written and provides tremendous learning opportunities through excellent instructor's manuals. I also ask you to consider providing Case Research Journal with your own wonderful worlds for students to explore and learn about, by submitting your work to the journal for review. As always, I am available to discuss your work as author, reviewer, or educator, and you can reach me at edolansky@brocku.ca. Happy learning!

Sincerely
Eric Dolansky, Editor
Case Research Journal

CASE RESEARCH JOURNAL

Ad Hoc Reviewers, 2022-2023

Thank you as well to the hard-working authors who submitted their cases to the Case Research Journal for consideration.

Congratulations to the Curtis E. Tate Jr. Award Winners (Best Cases Published in 2022 Volume 42 of the Case Research Journal)

Curtis E. Tate Award Winner for Volume 42

KeHE Distributors LLC: The Shore Power Project

by

Ram Subramanian and Michelle DeMoss

Stetson University

Curtis E. Tate Award Runners-Up

Corporate Entrepreneurship at Enagás: Transforming from the Inside Out

by

Suzanne Jenkins and Joan Riera Calvo

ESADE Business School

EOS International: Scaling Financially Sustainable Impact Through Technologies in Nicaragua and Beyond

by

Maria Ballesteros-Sola

California State University Channel Islands

John Walker

Simpson College

Abstracts Only

STRATEGIC MANAGEMENT

- ***Strategic Management***
- *Social Responsibility*
- *Social Media*
- *Stakeholders*

Facebook and the Future of Instagram Kids 1

Randall D. Harris, Texas A&M University-Corpus Christi, Anne T. Lawrence, San José State University, and W, Scott Sherman,* Texas A&M University-Corpus Christi [6300 Ocean Drive, Corpus Christi, TX, 78412-5808, scott.sherman@tamucc.edu]

Facebook CEO Mark Zuckerberg faced a critical decision in October 2021. Facebook had been developing Instagram Kids, a social media application for children under the age of thirteen to compete better with TikTok and Google's YouTube Kids. Facebook had abruptly paused Instagram Kids' development a month earlier after the public release of internal Facebook documents and congressional testimony. Both showed that Facebook knew the Instagram Kids product might harm children and that Facebook had prioritized profits over public safety. Zuckerberg needed to assess whether to release, cancel, or redesign Instagram Kids and how each option might impact Facebook's stakeholders and stem public and regulatory reactions.

Intended Courses and Levels

This case was designed for use in both graduate and executive-level courses in business, government, and society. It enables students to apply the 4W theory to recommend options for a firm facing significant opposition to a new product from nonmarket stakeholders, including government policy makers, public health professionals, state attorneys general, and child welfare advocates. Within this framework, the case may be used to explore three general themes: (1) the legitimate desire of companies to pursue profit within the general bounds of a society's legal framework, (2) to evaluate the multiple stakeholder groups that have a legitimate interest in the products of a leading social media corporation, and (3) how companies can generate and evaluate options for responding to mounting concern and public criticism from influential nonmarket stakeholders. The case touches upon a controversial topic in the 21st century: what is the impact of social media on children, particularly young girls and teens?

Learning Objectives

After reading, analyzing, and discussing this case, students should be able to:

- Define the key strategic issues, both internal and external, for Facebook as of October 25, 2021
- Evaluate the power of Facebook as of October 25, 2021, as indicated by its financial condition and ability to influence others
- Compare and contrast the interests and power of Facebook's stakeholders and evaluate the degree to which the company was dependent on these stakeholders for critical resources
- Generate options for Facebook management based on the 4-W theory
- Evaluate and defend a course of action for the company

- *Strategic Management*
- *Sustainability*
- *Product Packaging*
- *Financial Returns*
- *Logistics*

Bajío Sunglasses: The Sustainable Packaging Decision **31**

Ram Subramanian, * and Michelle DeMoss, Stetson University [421 N. Woodland Blvd., Unit 8398, DeLand, FL 32723, rsubram1@stetson.edu]

In January 2022, Al Perkinson, the founder and CEO of the New Smyrna Beach, Florida-based Bajío Sunglasses, faced a packaging decision. Founded with a mission to promote sustainability and conserve ocean salt flats, Bajío was using vegetable-tanned cow leather sourced from China for its product packaging. Covid-19 had both raised the cost of ocean shipping and caused delays that had adversely affected the company's ability to fill retailer orders within a 24-hour period. Bajío's packaging consultant had identified a promising alternative: cactus-based leather commercially manufactured in Guadalajara, Mexico. However, cactus-based leather was an unproven raw material for packaging and had just one supplier. With anticipated increased shipping costs in the near term, Perkinson had to make a decision that had an impact on both Bajío's bottom line and its sustainability mandate.

Intended Courses and Levels

While the issue has a seemingly functional focus, the material to use for packaging, it is strategic in that Bajío wants to attract a younger, environmentally-aware demographic for its sunglasses, and sees sustainability as an important calling card to appeal to this segment. This case is suitable for an undergraduate or MBA course on strategic management. The suggestion is to use this case early in the course for the primary reason of establishing the competing forces (financial and environmental) that typically come into play in strategic decisions. The assumption is that students would have been exposed to topics such as corporate social responsibility, sustainability, and the triple bottom line prior to the case discussion.

Learning Objectives

After reading, analyzing, and discussing the case, students should be able to:

- Understand the role of sustainability in business decisions.
- Analyze the environmental and financial implications of a decision.
- Evaluate the tradeoffs that may be necessary between the financial and non-financial sides of a decision.

- *Information Systems and Operations*
- *Artificial intelligence*
- *Manufacturing process*
- *Lead time*
- *Scheduling*

Pikolinos: Launching Spanish Footwear Manufacturing into Human Augmentation **43**

Josep Lluís Cano Giner, * ESADE Business School, Ramon Llull University and María Ballesteros-Sola, California State University Channel Islands [Barcelona, ES-08950, Spain, josepIluis.cano@esade.edu]

The Pikolinos Group, founded in 1984 and headquartered in Elche (Spain), was one of Spain's largest branded shoe manufacturing companies. This family business had sold over 23 million pairs of shoes and operated in sixty countries. With more than 2,700 business customers, its products were available worldwide at more than 5,000 points of sale. At the end of January 2021, Rosana Perán, the vice president, had a meeting with Julián Martínez, manager of the PikoKaizen group's factory, and Angel Gómez, a member of the group's continuous improvement team. A decision had to be made about how to reduce production lead time. The possibility of developing software that would sequence the stitching subtasks performed by the stitchers was being considered. Traditionally, the supervisors in the stitching section were responsible for assigning these tasks, and there were already firm plans to adopt a robot that would distribute the baskets to the stitchers. The central question was how to control the robot: they could develop software to schedule and sequence the manufacturing orders, or software that utilized a genetic algorithm methodology to sequence the subtasks. Rosana had to analyze the pros and cons of each option before making her final decision. Time was also of the essence: they would only have three months to select the suppliers who would work with them over the summer in order to have the factory ready for September 1st.

Intended Courses and Levels

This case has been designed for use in Operations, Innovation, and Digital Transformation graduate courses. It can be used with MBA students with different levels of experience (full-time, part-time, or executive MBA format) and In-Company Training (ICT) executive programs or custom programs.
The COVID-19 pandemic has accelerated the adoption of information technology and the digital transformation of organizations. One of its most significant impacts has been the increase in transportation costs, which has led many organizations to evaluate production alternatives such as stitchers working from home.
The principal factors of interest for students in this case are:

- Understanding how to analyze a manufacturing process and improve the lead time
- Analyzing possible alternatives for that improvement in the context of a family business
- Evaluate the pros and cons of scheduling and sequencing software vs. a genetic algorithm. The former would have less impact on the organization, but the latter would potentially improve the lead times more.

The Theoretical Linkages include optional readings in case the instructor wants the students to review key concepts such as lean manufacturing, dynamic capabilities, and business models.

Learning Objectives

- To analyze the value provided by automating the sequencing of manual production tasks in a lean manufacturing environment.
- To identify how information technologies can increase productivity, based on the Dynamic Capabilities theory.
- To categorize the sequencing criteria and the constraints of production subtasks.
- To evaluate two software production sequencing alternatives and make a recommendation based on a complete organizational assessment.

MARKETING

- *Marketing*
- *Sustainability*
- *Fair Trade*
- *Life Cycle Thinking*
- *Sustainability Certifications*
- *Consumer Behaviour*
- *Brand Positioning*
- *Competitive Advantage*

Marou Faiseurs De Chocolat: Growing A Sustainability-Focused Bean-to-Bar Brand **59**

Michelle P. Lee,* and Seshan Ramaswami, Singapore Management University [50 Stamford Road, Singapore 178899, michlee@smu.edu.sg]

The case describes a Vietnamese bean-to-bar chocolate company, Marou, beginning with its launch in 2011 and its brand development over the first decade. The company's commitment to sustainability and, in particular, to the economic well-being of the suppliers of its primary ingredient, cacao bean, is documented alongside the brand's development of varied product lines and a retail arm. The brand's strategy of making single-origin chocolate variants from different parts of Vietnam was crucially tied to its efforts to maintain the economic viability of its suppliers. The case was set in December 2022, just after having overcome the challenges of the pandemic and the untimely demise of one of its co-founders. It had also received a recent boost in funding. It now had two key, almost existential questions ahead: the first was to decide on a strategy of growth ahead that would enable it to adhere to its commitment to sustainability; the second was whether to leverage its sustainability credentials in its marketing.

Intended Courses and Levels

This case is suitable for a higher-level undergraduate marketing course, such as a capstone course in marketing, marketing strategy, or sustainable marketing. It presumes foundational knowledge of marketing principles and consumer behaviour, such as that acquired in the typical introductory course in marketing.
It would serve as a good case for an exam in a course on sustainable marketing, as it ties in marketing ideas of branding and consumer behaviour to fundamentals in sustainability theory such as Life Cycle Thinking. The case may also work well in the later part of an introduction to marketing course for MBAs, as more mature students with experience may be better able to appreciate the interactions between marketing planning and supply chain and distribution. There is an increasing push for business school curricula to incorporate sustainability issues in core courses. This case would be a good fit for that objective.

Learning Objectives

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

- Analyze sustainability concerns that arise from growth at each stage of a chocolate product's life cycle, from sourcing of raw materials to post-consumption.
- Assess whether the sustainability claims of a chocolate brand will affect consumers' purchase decisions.
- Assess the viability of leveraging sustainability credentials for long-term competitive advantage for a chocolate brand.
- Evaluate the utility of sustainability certifications vis-à-vis internal standards for sustainability in the marketing of a chocolate brand.
- Recommend whether sustainability should be used for positioning, and to evaluate the implications of positioning on sustainability, for the choice of growth strategy.

SOCIAL ENTREPRENEURSHIP

- ***Social Entrepreneurship***
- *Systems change*
- *Business and society*

UnLimited Spain: A Systems Approach to Building the Impact Economy 77

Guillermo Casasnovas* and Suzanne Jenkins, Esade Business School [Av. de la Torre Blanca, 59, 08172, Sant Cugat, Barcelona, Spain, guillermo.casasnovas@esade.edu]

In November 2020, Manuel Lencero, CEO of Madrid-based social enterprise UnLimited Spain, was considering whether there were any changes he could make to the organization's mix of activities and funding sources in order to increase the organization's impact, taking into account recent changes in the market. UnLimited Spain's main activity was accelerating "startups with impact," or startups with business models centered on addressing social or environmental needs together with generating profit. However, its mission was not only to support startups but to help transform the Spanish economy into an impact economy. This was a highly complex and difficult goal, as it implied changing the broader system in which the organization operated, and progress toward it depended on many factors outside of their control. Stepping into Lencero's shoes, students will learn to adopt a systems approach to maximize impact while managing challenges associated with the particular goals and financial sustainability of a social enterprise.

Intended Courses and Levels

This case has been designed for social entrepreneurship courses, which are more and more common in business school programs, and broader business and society courses that have specific modules about social enterprises, systems change, or the impact economy. In these courses, students are often interested in social entrepreneurship but lack the knowledge and skills required to understand the systemic nature of social challenges and fuel change beyond building a business.
The case is suitable for both undergraduate and master's level courses. With younger students, the discussion will tend to center on the different elements of a social entrepreneurship ecosystem (entrepreneurs, investors, incubators, etc.). With students that have professional experience, especially in the impact economy, the discussion will probably focus more on the challenge of balancing the organization's financial sustainability

with a systems-change approach.

Learning Objectives

The learning objectives are:

- Identify and appreciate the breadth of organizations and approaches that are part of the so-called 'impact economy,' or social entrepreneurship ecosystem, as well as the roles played and the challenges faced by some of those actors.
- Analyze a social challenge from a systems perspective, identifying the mechanisms that drive positive or negative outcomes and the ways in which different elements in the system are interconnected.
- Identify opportunities and challenges for an organization seeking to drive systemic change.
- Identify tradeoffs related to balancing efforts to build the organization (including its different activities and revenue sources) vs. building or changing the whole system.
- Develop recommendations to help an organization contribute to a systems-change goal, such as building a robust ecosystem to support social entrepreneurship.

In addition, this case will help students appreciate the importance of adopting a systems perspective to maximize an organization's intended impact in an ecosystem, especially to contribute to solving complex social problems.

NACRA

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

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