ABSTRACTS ONLY

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CASE RESEARCH JOURNAL

OUTSTANDING TEACHING CASES GROUNDED IN RESEARCH

SPECIAL ISSUE ON SHORT CASES

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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:

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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.

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.

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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:
Eric Dolansky, Editor
edolansky@brocku.ca

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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.

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From the Guest Editors

Welcome to our short case special issue, a process we launched in fall 2022 (along with our colleague, Dr. Karin Schnarr, who has since moved on to a different role), when we issued a call to authors for short or micro cases by spring 2023. We received a healthy level of interest and submissions, and this issue represents the qualifying cases that made it through the review process in time for the publishing deadline. As it contains three cases about restaurants and another about a unique ingredient, we give you fair warning now that this issue may make you hungry!

The publication of this issue adds to the available set of excellent short cases from which instructors can choose. As instructors, we are all aware of the many reasons to move towards shorter cases. We suspect most instructors have had class sessions, like we have, where student preparation for class feels like a lost art. Micro and short cases that can be read during class time can seem like the ideal solution. More importantly, short cases are ideal for honing in on one or two learning strong learning objectives with clear and concise examples and exercises. Through a quick read in class, short cases allow all students to be in the same starting place in evaluating the decisions, this leads to richer discussion and reduces free-loading by other students. Short cases often allow students to explore an industry and firm (they know nothing or very little about) quickly, allowing for greater exposure to topics and areas less studied. In many ways, short cases are not short in learning, but in fact increase the depth and scope of what can be covered over limited time.

Like we initially did, however, some of you may reservations about shorter cases. Are short cases short on learning, for instance, or on quality writing? By giving students shorter cases, are we tacitly sending the message that regular cases are too onerous for students to read, that reading at any length is not conducive to student learning, or that a long read means a bad case? By reading cases during class time, are we letting students believe that little to no preparation is needed to learn, that reflection over time is not necessary to learn, that analysis should only take a few minutes, or that they need only show up to class and follow instructions rather than take control of how they learn? Moreover, by calling on authors to write short cases, are we suggesting they are a shortcut path to publication? In short (apologies), there are plenty of valid concerns about the recent demand for shorter cases.

That said, the process of helping this set of eight short cases through to publication has alleviated many of these concerns. We can say with confidence that short cases do not short-change students on learning. The Instructor's Manuals for our short case collection are every bit as rich and in-depth as any other CRJ IMs. Similarly, short case authors go through the same rigorous review process as any other CRJ author. Any of the authors in this issue will assure you that short cases are not short on time and effort to prepare for publication. In fact, some authors may even attest that a shorter case is more difficult to write than a longer as it requires a fine balance on what information to include (and what to leave out). Our short case collection is not short on case diversity or complexity either. Interestingly, we have two strategy cases, two organizational and human resources cases, two entrepreneurship cases, one social entrepreneurship case, and one project management and information systems case. For those of you who have read many a very long strategy case in your time, yes we now have two more short ones for you. Consistent with CRJ's mission, these short cases are chiefly based on primary data, supplemented where necessary by secondary and archival data. As is often the case in CRJ, the authors in this issue are a mix of North American and international authors. Half of the cases relate to food – either restaurants or ingredients – which suggests that short cases are well suited to broadly relatable contexts. And yet, the short case format is clearly adaptable to unfamiliar contexts such as the unusual student services organization facing outsourcing issues, the micro-credit social enterprise in rural Uganda, or the major aircraft manufacturer facing a looming certification deadline.

For instance, W. Scott Sherman and Randall D. Harris took on the highly complex case of Boeing seeking an extended deadline for the Federal Aviation Administration to certify the 737 Max 10 aircraft in their case "Boeing 2022: Fighting for a Second Chance." This is a complex story many of us know from the news, and the authors use congressional testimony to shape a graduate level case about business and society as well as corporate strategy. Remy Michael Balarezo Nuñez, Vijaya L. Zinnoury, and Paul Corcurera Garcia's case "Humane Foie Gras: Can La Patería De Sousa Pursue Growth Sustainably?" examines whether an ethical Spanish producer can expand to the US without sacrificing sustainability. In the context of changing environmental conditions, the case considers the impact on production and sales markets, particularly in relation to the applicable UN Sustainable Development Goals. Be sure to review the IMs for the Boeing and Humane Fois Gras cases to see our favourite innovation in writing instructor's manuals: the Teaching Tip box.

Our three restaurant cases each outline different challenges in the sector. Tiberiu SV Ungureanu, Justin Kent, Mark O Lewis, and Benjamin T. Whithead's case "Coyote Kitchen" explores whether a casual family restaurant should introduce draft beer taps. The authors examine the deep operational efficiency, business model, and service implications of a seemingly simple change using the Business Canvas Model. In "Post-Pandemic Staffing Dilemma at Gary's Diner," Prescott C. Ensign and Natasha Newell explore the familiar challenge of staffing restaurants in not-quite post-pandemic 2022 Toronto. Students are challenged to develop non-monetary ways to attract new staff and retaining existing staff. For those who have ever worked in the sector, Elizabeth McCrea and Paul Sannitti's case "Burgers Supreme: Conflict in the Kitchen" challenges students to decide how to manage a conflict between a kitchen staff member and a front of house one. Students examine the biases exhibited, and learn to give better feedback and manage conflict between subordinates. Not surprisingly, all three of the restaurant cases explore the staff management implications of the decisions at hand.

The next two cases both relate to how organizations must respond to changing conditions. Authors Carina Keller, Karin Kreutzer, and Elizabeth Nalugemwa take us to a struggling social enterprise offering micro-credit community loans in rural Ugandan villages in "Navigating Profitability and Impact: The Strategic Dilemma of Seedloans." Students wrestle with the reality that the organization has not created its intended impacts, and therefore must set a new strategic direction to deliver on its financial and social promises. In Charla Mathwick's "Columbia Green Technologies (B): A Scenario Planning Approach to Entrepreneurial Scaling," students examine the need for potential change due to a new opportunity as the green roof retrofit market becomes more attractive post-COVID-19. Given the many post-pandemic shifts, should the firm expand its offerings to include retrofits, or stick to its traditional new commercial construction market?

Last, Cody Petrosino and Jane Gravill's case "RISE Student Services: Software Development Project Implementation Challenges" examines the common challenge of a custom software implementation gone wrong. The context for this case, a student-run services organization at an Ontario art institute, however, provides a unique twist to the dilemma. Should they keep spending to fix the issues, revert back to old systems, or start again with an off the shelf ready made product? If you teach project management or information systems, be sure to review this case focusing on outsourcing and vendor management risks.

Finally, we would like to thank CRJ and Eric Dolansky for the opportunity to serve as associate editors for this special issue. It's been a pleasure to work with authors and reviewers to develop cases and see how far they have come. Eric's guidance has been invaluable throughout the process, and his devotion to both CRJ and the art of case writing is always inspiring. To all those who participated in this issue, thank you for making it such a rewarding experience.

Sincerely,
Grishma Shah, Special Issue Associate Editor
Meredith Woodwark, Special Issue Associate Editor

Editor's Note

As you can see from the above editorial, Grishma and Meredith have compiled an outstanding special issue for those in the case community. Given the breadth of topics covered in this issue, I am confident that many of you will find a case suitable for your course. I specifically look for short cases in some circumstances – for example, right after an exam or assignment due date – and look forward to when I can use one or more of these with students. I applaud and appreciate the hard work that Grishma, Meredith, and Karin put in to make this issue a reality.

As always, share these cases with your colleagues and feel free to suggest their use. All of us only teach a few different courses each year, but that doesn't mean our esteem for the work of the authors published here cannot result in case adoptions. Talk to colleagues in other departments and disciplines, find out what topics they are covering in their classes, and recommend these cases to them. The 'short read/long think' found in each case is appealing to not only students, but also educators.

Eric Dolansky, Editor
Case Research Journal

Abstracts Only

ENTREPRENEURSHIP

- *Entrepreneurship*
- *B2B Marketing Strategy*
- *Scenario Planning*
- *Sustainable Construction*

Columbia Green Technologies (B): A Scenario Planning Approach to Entrepreneurial Scaling

1

Charla Mathwick, Portland State University [631 SW Harrison Street, Portland, OR 972011, mathwickc@pdx.edu]

Vanessa Keitges, CEO of Columbia Green Technologies (CGT) was preparing for the North American expansion of her sales and marketing operation into the green roof and green infrastructure market. Fueled by regulatory response to the accelerating threats of climate change, a 16.2% compound annual growth rate was forecast for the industry from 2022 through 2030. Green roof and infrastructure products were designed to increase the holding capacity of aging urban stormwater systems by utilizing a combination of live plants, growing media lighter than soil, and specialized drainage systems to slow rainwater runoff from commercial rooftops. Stormwater flooding was inflicting $9 billion in damage annually, prompting the Environmental Protection Agency to announce $6.5 billion in funding for green roof and infrastructure projects in 2023.

CGT's revenue growth had come largely from retained customers and new customer relationships 'earned' through WOM referrals. Given the negative effects of accelerating climate change, demand was increasingly driven by stormwater-related permitting requirements for new commercial construction. However, a retrofit market for tenant- and patient-usable rooftop greenspaces had also emerged among commercial property managers. Finally, a potential shift in B2B buyer preferences for digital communication raised questions about CGT's historic reliance on face-to-face field sales. Given the uncertainty in future market conditions surrounding this industry, scenario planning techniques are used to identify plausible futures and support a recommendation for CGT's 2024 expansion strategy.

Intended Courses and Levels

This case targets graduate courses in entrepreneurship and business-to-business marketing strategy, with a focus on the application of scenario planning for the purpose of identifying plausible future outcomes associated with market expansion. Scenario planning is an extension of an environmental scan, used to identify critical uncertainties in a firm's future environment and to sensitize senior executives to early warning signals that may require course correction. This case is the second in a two-case series. Columbia Green Technologies (A): Scaling in the Green Roof Market revolves around the process of stakeholder analysis to identify and prioritize secondary trend data. These two cases can be used to provide an elaborate analysis surrounding the environmental scanning process. Given the uncertainty and resource scarcity that defines entrepreneurship, an expanded analysis of the data coming out of an environmental scan is particularly relevant. Startups and small to medium sized enterprises often do not have the resources, time, or stability in their market to sponsor primary market research. Consequently, more accessible (and affordable) analytic tools such as a formal stakeholder analysis (Case A) or scenario planning (Case B) are more closely aligned with the constraints that define the entrepreneurial planning experience. Both cases also have strong relevance for instructors teaching classes in B2B marketing strategy.

Learning Objectives

- Analyze the industrial sales and marketing process used by a firm to determine whether that firm is utilizing a buyer-centric or sales-centric approach to growth.
- Calculate an 'earned growth rate' and interpret the implications on customer loyalty and the sustainability of a firm's revenue stream.
- Generate and critique the plausible scenarios potentially shaping a firm's future competitive environment.
- Make a recommendation regarding the firm's approach to market expansion, with a focus on monitoring 'early warning signals,' that might suggest a shift in market direction.

ENTREPRENEURSHIP

- *Entrepreneurship*
- *Strategic Management*
- *International Business*
- *Global Management*

Humane Foie Gras: Can La Pateria de Sousa Pursue Growth Sustainably? 9

Remy Michael Balarezo Nuñez, Universidad de Piura (UDEP), Vijaya Zinnoury*, University of Denver, and Paul Corcuera Garcia, Universidad de Piura (UDEP), [2101, S. University Blvd., Denver, CO 80208, Vijaya.Zinnoury@du.edu]

La Pateria de Sousa, an entrepreneurial venture in Andalusia, Spain, produced organic foie gras ethically. Founder Eduardo Sousa and Diego Labourdette, partner of sales in Europe, saw a steep demand increase for their foie gras after receiving the Coups de Coeur Award at the Salon International de L'Alimentation in Paris in 2006. This case describes Sousa's values that formed the bedrock of his production method in contrast with foie gras industry practices. Students have the opportunity to step into Sousa's shoes to decide whether to seek growth in the US by supplying their foie gras to Alain Reno, a celebrity chef with a Michelin star-rated restaurant in Las Vegas, USA, or to continue supplying their European customers. A unique aspect of the case is that it integrates the United Nations' SDGs (UN SDGs) with value chain analysis in highlighting the positive and negative impacts small businesses may have on the environment.

Intended Courses and Levels

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

- Sustainability

and Sustainability modules in:

- Entrepreneurship
- Strategic Management
- International Business (IB)
- Global Management (GM)

Topics Covered: Sustainability; ethical production; de-growth as strategy; United Nations SDGs; strategy and positioning of entrepreneurial eco-ventures; ecological impacts of growth.

Learning Objectives

The case learning objectives are as follows.

- Comprehend an ecologically conscious entrepreneur's strategy and positioning of his business.
- Evaluate the environmental impacts of growth by using the UN SDGs framework.
- Recommend whether the protagonist should pursue growth in the US or remain in the European market.

HUMAN RESOURCE MANAGEMENT

- ***Human Resource Management***
- *Small/Family Business*
- *Hospitality and Tourism*
- *Recruiting/Staffing*

Post-Pandemic Staffing Dilemma for Gary's Diner **17**

Prescott C. Ensign,* and Natasha Newell, Wilfrid Laurier University [64 University Ave W, Waterloo, Ontario N2L 3C7, ensign@wlu.ca], Wilfrid Laurier University]

This decision-focused case requires students to propose ways that a small, family-owned diner in Toronto, Canada could get back to pre-COVID-19 staffing levels. Safety measures were lifted May 9, 2022, after two-plus years of government restrictions on in-person dining. The owners of Gary's Diner – Gary and Eleanor Jenson – faced a staffing dilemma. Only two part-time servers and a single short-order cook from their pre-pandemic staff of twelve were willing to return, even with a 15% wage increase. The Jensons spent over two months trying to find applicants, but their efforts had failed. Based on talking with former employees and hearing about the 'Great Resignation' in the news media, they concluded that others were facing the same problem. Now, after two years of the pandemic, people were even less interested in working in the restaurant industry. What employee-centred, non-monetary approaches could they use to attract employees? What actions should the owners pursue in employee recruitment and selection?

Intended Courses and Levels

This partially-disguised case was developed for an upper-level undergraduate business program. It can be used in a human resource management course on the topic of staffing and hiring. Ideally, the case should be included at a point in the term when students have a theoretical foundation for in-depth discussion, analysis, and problem-solving. That theoretical foundation would be the elements related to recruiting, staffing (number and composition of the workforce), candidate screening and selection, compensation, and benefits, specifically non-monetary approaches. The case might also be used in courses in small or family business, or hospitality and tourism.

Learning Objectives

The analysis and problem solving required in this case will help students:

- Identify and assess the reasons for a lack of job applicants in a small family-owned diner, post-pandemic.
- Devise and evaluate monetary, and employee-centered non-monetary, approaches that a small family-owned diner could use to attract and select staff.
- Recommend and defend a specific course of action (strategy) that Gary's Diner could use to recruit and hire employees.

HUMAN RESOURCE MANAGEMENT

- ***Human Resource Management***
- *Interpersonal skills*
- *Giving & Receiving Feedback*
- *Managing Conflict*
- *Diversity, Equity & Inclusion*

Burgers Supreme: Conflict in the Kitchen — 21

Elizabeth A. McCrea,* and Paul Sannitti, Seton Hall University [400 South Orange Avenue, South Orange NJ 07079- 2646, mccreael@shu.edu]

Peter Phillips was the general manager and co-owner of an upscale fast-casual restaurant franchise, Burgers Supreme. He overheard a verbal altercation in the kitchen between a newly promoted shift manager, Amy Lavelle, and an experienced line cook, Roberto Diaz. Lavelle was trying to rectify a customer complaint but did not do a good job giving feedback to Diaz. In return, Diaz responded unprofessionally. Numerous demographic characteristics could have been a factor in sparking the conflict: tenure in the job, gender, education, mental health, probationary status, ethnicity, and/or socioeconomic class. With smooth restaurant operations a priority, Phillips sought to resolve the conflict situation while maintaining standards of service and teamwork. While a traditional case discussion about giving feedback and conflict management is one aspect of the case, another potential purpose is to provide a relatively safe context for students to explore their own implicit biases and to practice perspective taking.

Intended Courses and Levels

Given the focus on resolving conflict, this case is applicable in courses that address this issue, such as Principles of Management, Organizational Behavior, Supervision, and Human Resource Management. For example, it has been used in a Principles of Management course during the Human Resource Management section, to highlight giving appropriate feedback and resolving conflict. Due to its context, this case is also appropriate for a Small Business Management or Franchise Management course in a section on personnel management.

This case is most appropriate for an undergraduate class, especially one with predominantly traditional students with little to no work experience. Graduate programs vary enormously regarding the amount of experience students have. This case would likely be too simple for students in an Executive MBA program, for example, but might be appropriate for a program that has a large contingent of international or 5-year MBA students with little to no work experience.

Learning Objectives

By analyzing and discussing this case study, students will:

- Analyze a conflict.
- Analyze poorly delivered feedback.
- Identify possible attribution biases, implicit biases, and attribution errors, both in the case and in the students' responses.
- Formulate an approach to mitigate conflict between subordinates.
- Rehearse performance feedback best practices.
- Self-reflection.

INFORMATION SYSTEMS

- *Information Systems*
- *Project Management*
- *Software Development*

Rise Student Services: Software Development Project Implementation Challenges

25

Jane Gravill,* and Cody Petrosino, Conestoga College [299 Doon Valley Drive, Kitchener, ON, Canada, N2G 4M4 jgravill@conestogac.on.ca]

In late September 2018, the President of RISE Student Services at Langdon Art Institute (LAI), Ontario, Canada was preparing for her presentation to the RISE executive team recommending a solution for the RISE Student Services system software implementation challenges. RISE was a student-run service group that offered essential support services and resources to 20,000 LAI undergraduate and graduate students, including equipment rentals, training course registration, and study space reservations systems intended to support RISE services. A decision on whether to spend more money to fix the RISE software, revert to using the old Excel spreadsheets with controls in place, or to implement a new system, must be made. With the problem and potential alternative solutions identified, the next step in her presentation preparation required supporting analysis with justification for the recommended plan to solve the RISE Software Development project implementation challenges.

Intended Courses and Levels

The case can be used in undergraduate introductory Project Management courses, positioned near the end of the course after basic project management principles, frameworks, methods, tools, or components used within organizations have been introduced. Project management courses also typically include components on managing stakeholders, such as outsourcers and vendors, and the procurement process. Stakeholder management and procurement management are key knowledge areas in the Project Management Institute PM framework, upon which many Project Management courses are based. The case may also be used in introductory Information Systems courses that include a component on software development projects.

Learning Objectives

- To analyze a troubled software development project.
- To evaluate the benefits and challenges of outsourcing software development projects.
- To evaluate alternative solutions to solve a troubled software development project.
- To develop useful and actionable recommendations to the leader of a troubled software development project.

SOCIAL ENTREPRENEURSHIP

- *Social Entrepreneurship*
- *Social Impact (Measurement)*

Navigating Profitability and Impact: The Strategic Dilemma of Seedloans **31**

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Seedloans (SL), a social enterprise, provided micro-credit commodity loans (i.e. seed loans) to women in rural villages in Uganda. SL contributed to sustainable development goals such as gender equality, as it empowered women to become informal micro-entrepreneurs in the agricultural sector. However, SL failed to reach both the financial (i.e. being profitable) and social (i.e. empowering women) impact it had promised to its impact investors from the global north despite its scaling strategy. Therefore, SL had to make a strategic decision on how to deliver and measure its impact in the future to secure further funding and whether to discontinue parts of its activities.

Intended Courses and Levels

The topics covered in this case could be discussed in classes of final year Bachelor's, Master's, and MBA students, including but not limited to the following disciplines:

- Social Entrepreneurship
- Social Innovation
- Social/Sustainable Business

The case can be effectively used in a course on social business models and impact measurement. It can be employed in a course on social entrepreneurship to discuss more specific topics, such as tensions in social business models, measuring complex social impact goals such as female empowerment, and successful scaling strategies in social entrepreneurship. The case would be appropriate after introductory sessions when a basic understanding has already been established. It is possible to use the course for an examination, for a presentation, or written case analysis.

Learning Objectives

After reading and analyzing this case, the students will be able to:

- Understand social enterprise models and the complexities attached to them.
- Analyze different forms of (social) impact measurement and create impact metrics and impact

measurement plans.

- Evaluate social enterprises' intended and unintended (social) impact (here: impact created through female entrepreneurship and empowerment).
- Make an informed decision about which activities Seedloans should pursue and why.

STRATEGIC MANAGEMENT

- ***Strategic Management***
- *Strategy*
- *Stakeholders*
- *Corporate Political Strategy*

Boeing 2022: Fighting for a Second Chance 39

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Boeing's CEO David Calhoun needed to decide how to convince the United States Congress to extend a December 2022 Congressional deadline to certify the Boeing 737 MAX 10 airliner as safe to operate, to avoid major design changes. Boeing was told in March, 2022, that the MAX 10 certification process would not meet the deadline because of Boeing delays. Boeing and Calhoun needed to decide quickly on how to persuade Congress to extend the FAA certification. Should Boeing lobby Congress directly or depend on its stakeholders to persuade Congress? The instructor's manual addresses stakeholder theory and business-government relations to aid students in understanding corporate political strategy and assessing stakeholders' varying power and roles in such strategies.

Intended Courses and Levels

This case was written for graduate and executive education courses in Business and Society. The case has also been successfully taught as the lead-off case in an MBA-level course in Strategic Management and may also be useful for graduate-level courses in Corporate Governance. The case has students assess the various roles of several corporate stakeholders and the potential conflicts among these various interests. Further, the case is a vivid example of the interplay between private and public interests in a large and systemically important U.S. corporation. Students are challenged to analyze Boeing's corporate political strategy and assess how Boeing attempts to achieve its objectives.

Learning Objectives

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

- Assess a dilemma faced by the company at the conclusion of the case.
- Compute financial ratios and conclude the financial condition of the company.
- Examine the roles of various market and nonmarket stakeholders and analyze their varying interests in a corporate decision.
- Appraise potential corporate political strategies and tactics and ascertain the critical elements in deploying an effective corporate political strategy.
- Decide on and defend a decision by the company on a key corporate objective with large financial and political consequences.

- *Strategic Management*
- *Business Growth*
- *Business Models*
- *Food Industry*

Coyote Kitchen

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Ben and Jaime Whitehead, owners of Coyote Kitchen, a popular Southwest-Caribbean restaurant in Boone, NC, contemplated an expansion to address growing customer demand. They weighed the benefits and challenges of adding beer taps, a decision that promised to enhance the dining experience but deviated from their initial vision. This case explores the strategic considerations involved in balancing operational changes with maintaining the essence of the business model. Stakeholder perspectives, financial implications, and the potential impact on the restaurant's competitive edge in the bustling university town are scrutinized. The outcome of this decision could significantly influence Coyote Kitchen's operational efficiency, market position, and customer satisfaction.

Intended Courses and Levels

This case is designed for use in a strategic management course at the undergraduate level. While the case may fit in multiple spots in the course calendar, we found it works best immediately after discussing firms' business level strategy, the unique activities required to implement that strategy, the design of the firm's value proposition, and the strategic position of the firm. Additional uses may be in strategic management courses at the graduate level, or in small business management courses at the undergraduate or graduate levels.

The case highlights the potential cascading impacts on a firm's business model because of a seemingly small change to the firm's value proposition. Furthermore, it shows the relationship between business model changes, business level strategy, and strategic position. This case also integrates factors that are often overlooked when contemplating business model changes, namely, the role of employee decision making, morale, culture, and leadership when considering such changes. Finally, through a quick NPV analysis, the case asks students to consider the impact of the investment decision now and into the future.

Learning Objectives

Specific learning objectives include the following:

- Identify key factors to be considered when considering capital investments and operational changes in firms.
- Evaluate the impact of altering a firm's value proposition on all aspects of a firm's business model.
- Assess the relationship between business model changes, business level strategy, and strategic position.
- Explore the connection between changing a firm's value proposition, cultivating employee empowerment, and top-down strategic decision making.
- Conduct an NPV analysis to examine investment decisions based on general assumptions.
- Utilize multiple sources of data and information to make and justify a strategic decision.

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