

ABSTRACTS ONLY

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**OUTSTANDING TEACHING CASES
GROUNDED IN RESEARCH**

**SPECIAL ISSUE OF CASE RESEARCH
RESOURCES**

ERIC DOLANSKY, EDITOR

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RESEARCH ASSOCIATION**

Editor

**Eric Dolansky
Brock University**

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***Case Research Journal* Editorial Policy**

North American Case Research Association (NACRA)

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:
Eric Dolansky, Editor
edolansky@brocku.ca

Adopting *Case Research Journal* Cases for use in your classes

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

NACRA currently has agreements with the following distributors.

- **Harvard Business School Press** (<http://hbsp.harvard.edu/>)
- **Ivey Publishing** (<https://www.iveycases.com/>)
- **The Case Centre** (<http://www.thecasecentre.org/educators/>)
- **Pearson Collections** (<https://www.pearsonhighered.com/collections/educator-features.html>)
- **McGraw Hill Create** (<http://create.mcgraw-hill.com/createonline/index.html>)
- **Study.net** (www.study.net)
- **CCMP [Centrale de Cas et de Médias Pédagogiques]** (<http://www.ccmp.fr>)
- **XanEdu** (<https://www.xanedu.com/>)

If you want to use one of these distributors, but cannot find the CRJ case you want, contact the NACRA VP Case Marketing, 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

This issue is different. There are no new cases in this issue of the Case Research Journal; no instructor's manuals were reviewed and revised and re-read to make sure that the case was as useful as possible. No authors submitted new works to be told to sharpen the decision focus, shorten the case, add data, or fix verb tenses and endnotes. This may very well be the first issue of CRJ with no new case research in it.

So, therefore, what is this issue? It is a resource for case researchers, new and old, full of valuable content in the form of articles and conversations. Here is my clichéd case opening for this issue:

Eric Dolansky, editor of the Case Research Journal (CRJ), sat in his basement home office with his head in his hands, wondering what to do. Submissions to the journal were down, and with a new issue due in the first quarter of 2024, he had no cases that were sufficiently developed to be published at that time. He could publish one issue fewer for the year, or he could publish the issue late, but there was no guarantee that enough cases would materialize for either of these alternatives. Dolansky could rely on an excellent team of associate editors, as well as past CRJ editors, for ideas and assistance. The question, though, remained: what would be in an issue of CRJ if there were no cases?

As it turns out, the issue would look like this one. Building on ideas from associate editors Karen Boroff, Randall Harris, and Ram Subramanian, and with the help of past editors John Lawrence and Gina Grandy, we have devised this issue to contribute to case research, without cases. The NACRA executive committee also provided essential guidance. The ideas to provide hard copies of the journal to all conference attendees and to include past published cases, as examples of what CRJ cases can look like, both came from that group. Without the people mentioned above, you would not be holding this journal issue and reading this editorial.

The contributors of the issue's contents, of course, have provided tremendous value. I am immensely proud of this issue and what it contains, because I think it covers a wide range of topics of interest to case authors, teachers, reviewers, students, and researchers. There are countless ideas and tips throughout the issue that can help case researchers, at any level of experience, level up their game. The following articles are included to help you do what we do even better:

- "Intentional Collaboration Case Writing: Lessons We Wish We Had Known Before We Started," by Kyleen Myrah and Maria Ballesteros-Sola; this article provides a proactive, thought-forward way to work with case co-authors, taking into account factors about the authors and goals of the project.
- "Unlocking Case Ideas: Insights on Overcoming Barriers in Case Study Research," by Armand Gilinsky and Geralyn Bostrom; a data-driven examination of where case ideas come from and how authors turn ideas into finished manuscripts, this article contains both micro and macro ideas for ensuring completion of case projects.
- "Theory in Case Analysis: Escaping the Kafkaesque Environment," by Ram Subramanian and Kathryn J. Aten; the authors provide, based on a study of bestselling cases, suggestions for how to deal with the Theoretical Linkages section of the instructor's manual, and break down different ways to weave theory into the analysis and instructor guidance.
- "Human-AI Collaboration in Case Study Development: A Pilot Project," by James E. Fisher, Rob Boyle, and Maria Ballesteros-Sola; approaching a new, hot technology is always challenging, but the authors of this article did it bravely and thoroughly. Using a case written in

collaboration with AI for the 2023 NACRA conference, this article provides a way forward for the use of this powerful new tool within the context of case research.

- “Cases are Stories: Writing Better Cases by Learning from Narrative,” by Eric Dolansky and Juan M. Parra; using examples from movies and literature, the authors examine how case writers can improve engagement and interest among students by employing structural and stylistic techniques from storytelling.
- “Case Research with a Sustainability Mindset: Positioning Students as Innovative Agents of Change,” by Jane Graville, Rajul Singh, and Raymond Paquin; the authors introduce the Case Research Sustainability Mindset model, drawing on established tools and concepts such as Giving Voice to Values and Principles for Responsible Management Education. This mindset pushes researchers to take a broader view in their case research, both in terms of case focus and stakeholders.

In addition to the above articles, this issue of CRJ also contains three ‘conversations,’ edited transcripts of meetings I had with individuals and groups. Each provides a lot of detail about the world of case research, from different perspectives:

- A conversation with the CRJ Editorial Team, comprised of Karen Boroff, Randall Harris, and Ram Subramanian; there is a lot of information about what to do when submitting to CRJ, reviewing for CRJ, and working towards publication.
- A conversation with Anne Lawrence, founder and chair of the Case Research Foundation and the driving force behind the Paul R. Lawrence Fellowship program; this conversation touches on the foundation and fellowship, the direction that case research can take in the future, and wisdom about how to be a better case writer.
- A conversation with the guest editors of the recently-published Special Issue on Short Cases, Grishma Shah and Meredith Woodwork; both special issue editors were new to the CRJ editorial process, and so they bring a perspective of learning and discovery.

Finally, I have included two cases, “Green Zebra: Grow Fast or Grow Slow?” by Janet Hamilton and Charla Mathwick, and “KeHE Distributors LLC: The Shore Power Project,” by Ram Subramanian and Michelle DeMoss, in this issue. Not only are these excellent cases, but they are also both cases that won the Curtis E. Tate Jr. award, for the best case in CRJ in its year of publication. I chose them for a variety of reasons, but primarily because they are demonstrative of what a CRJ case can be, they are in different disciplines (to serve as examples to different researchers), and they are set somewhat recently, so that you can adopt them into your courses for some time to come.

This last point is of the utmost importance. If you find value in CRJ cases, use them in your courses. They are available through our distribution partners (including Harvard, Ivey, and the Case Centre). We at CRJ pride ourselves on having extensive instructor’s manuals, making the case usable by professors at any level of experience and expertise, through the combination of well-explained theory and clear, focused, case data. The reaction from students is also positive; because of the hard work put in by our authors, reviewers, and editorial team, the cases themselves are engaging, interesting, current, real, and decision-focused. Over the past few years the proportion of CRJ cases I use in my course has grown; this is partially because I know these cases well, having provided feedback on them during the review process, but also because they are so effective in the classroom, based on my own experience and the response from students.

So there you have it: an issue of CRJ without new cases. As you read the articles and conversations, think about how the ideas within can be applied to your own work. I hope you are inspired, when reading the exemplar cases, to work on your own manuscripts and send them to CRJ. The resources in this issue do

not end with what is printed on the page: the case research community is exceptionally supportive. It is through the help and guidance of others that I am now in a position to tell you: if you have questions about case research, CRJ, NACRA, or publishing cases, feel free to contact me at edolansky@brocku.ca. Whether it is to ask a general question, request that I take a look at your case, or inquire as to the suitability of your work for this journal, I'm always happy to respond. Happy reading!

Sincerely
Eric Dolansky, Editor
Case Research Journal

Abstracts Only

CRJ CONVERSATION

- ***CRJ Conversation*** **CRJ Conversation: CRJ Editorial Team** 1
 - *Case Research*
 - *Case Publishing*
- Karen Boroff, Seton Hall University, Randall Harris, Texas A&M University - Corpus Christi, Ram Subramanian, Stetson University, and Eric Dolansky, Brock University

A deep conversation, between CRJ's three associate editors and editor-in-chief, that looks at what authors and reviewers can do to make every case submitted and published in the journal as good as it can be. Covering both micro issues relevant to a specific submission to macro issues about how case research can improve business education and practice, this transcribed meeting provides tremendous value in terms of understanding how to succeed as a case researcher.

COLLABORATION

- ***Collaboration*** **Intentional Collaboration™ Case Writing: Lessons We Wish We Had Known Before We Started** 13
 - *Team Case Research*
 - *Case Author Model*
 - *Intentional Writing*
- Kyleen Myrah,* Okanagan College and Maria Ballesteros-Sola, California State University Channel Islands [1000 KLO Road, Kelowna, BC, Canada, V1Y 4X8, kmyrah@okanagan.bc.ca]

Have you ever found yourself pondering the merits or process of writing with other case authors, but not sure if this was right for you? The purpose of this article is to identify the opportunity that collaborative writing, ground in literature, can provide for case researchers. Using examples from the authors' lived experience, the challenges and benefits of writing cases with coauthors is discussed with a goal of making the process more satisfying and productive for all involved. The article includes a new proposed model for case collaboration, identifies strategies for finding potential case coauthors, offers a checklist for intentional team case writing, and provides three case scenarios and guidelines to offer additional resources for teams embarking on joint case projects together. It is our desire that this article explores issues to be addressed in advance of team writing, provides strategies and tools to guide early discussions, while highlighting the rich opportunities that intentional collaboration can provide for your case research endeavors.

CASE RESEARCH

- *Case Research* **Unlocking Case Ideas: Insights on Overcoming Barriers in** 27
- *Idea Generation* **Case Study Research**
- *Contracting*
- *Tips & Techniques* Armand Gilinsky, Jr. Sonoma State University and Geralyn Brostrom,*
Florida International University [3000 Northeast 151 Street, North Miami,
FL 33181 gbrostro@fiu.edu]

We investigate three primary topics that grew out of a New Views session at the 2023 NACRA conference: (a) case idea generation, (b) contracting with prospective case clients, and (c) challenges in gathering the necessary data and information to proceed to publication. After each topic is introduced, we present a vignette based on one of this article's author's experiences, followed by data from an April 2024 survey of that yielded 52 responses from corresponding authors who published in the Case Research Journal from 2018-2023. We then discuss how to tie the insights, prior literature, and data together. We close by offering some implications of this investigation for future research and providing practical tips for case authors.

CRJ CONVERSATION

- *CRJ Conversation* **CRJ Conversation: Anne Lawrence** 37
- *Case Research*
- *Community* Anne Lawrence, San Jose State University (Emerita) and Eric Dolansky
- *Community Engagement* Brock University

In this transcribed conversation, Anne Lawrence shares her expertise and experience as a NACRA leader as well as the founder and chair of the Case Research Foundation. With the discussion ranging from the successful Paul R. Lawrence Fellowship program to the place of case research in the larger academic landscape, there is much to be learned here.

CASE RESEARCH

- **Case Research** **Theory in Case Analysis: Escaping the Kafkaesque Environment** 45
 - *Theory Integration*
 - *Instructor Manual Writing*
 - *T theory Integration*
 - *Quantitative vs. Qualitative Cases*
 - *Best Practices*
- Ram Subramanian,* Stetson University and Kathryn J. Aten, Naval Postgraduate School [421 N. Woodland Ave, Deland, Florida 32723, rsubram1@stetson.edu]
- By examining 38 bestselling Case Research Journal cases in the Harvard Business Publishing database, we identify how theory was integrated in the Instructor's Manual. The paper offers authors a look at best practices in grounding the analysis of the case in theoretical concepts that are relevant to the decision to be made. The paper offers specific advice in this regard, covering cases from a wide range of subjects and different approaches to theory in the case, instructor's manual, and classroom.

ARTIFICIAL INTELLIGENCE

- **Artificial Intelligence** **Human-AI Collaboration in Case Study Development: A Pilot Project** 65
 - *Case Research*
 - *Collaboration*
 - *Instructor Manual Writing*
 - *Research Methodology*
 - *Pedagogical Innovation*
- James E. Fisher,* Rob Boyle, Saint Louis University, and Maria Ballesteros-Sola, California State University, Channel Islands [3674 Lindell Blvd, St. Louis, MO 63108-3397, james.fisher@slu.edu]
- This article explores the emerging role of artificial intelligence (AI) in case research and writing. The authors detail a pilot project conducted for the North American Case Research Association's 2023 Annual Conference, where they developed a case study and instructor's manual (IM) using AI assistance. The article provides a candid account of their experience, offering insights into the benefits and challenges of human-AI collaboration in case development. Key techniques and practical tips are shared for both case narrative and IM creation, highlighting the iterative nature of working with AI tools. The authors also reflect on the ethical implications and potential impact of AI on academic writing and case research. This pioneering effort aims to spark a broader conversation within the case research community about the responsible integration of AI technologies in case development and teaching.

CRJ CONVERSATION

- *CRJ Conversation* **CRJ Conversation: Guest Editors, Special Issue on Short Cases** 77
- *Short Cases*
- *Case Publishing* Grishma Shah, Manhattan University, Meredith Woodwark, Wilfrid Laurier University, and Eric Dolansky, Brock University

The two guest editors of the recent special issue on short cases join for a discussion of short cases, the CRJ editorial and review process, and what was learned in the special issue editor role. Taking a different perspective than the conversation with the editorial team, the two guest editors provide new insights and a fresh take on how CRJ can continue to be the premier publication for decision-focused teaching cases.

CASE RESEARCH

- *Case Research* **Cases are Stories: Writing Better Cases by Learning From** 85
- *Case Writing* **Narrative**
- *Narrative*
- *Teaching & Learning* Eric Dolansky*, Brock University and Juan M. Parra, INALDE [1812 Sir
- *Effective Storytelling & Communication* Isaac Brock Way, St. Catharines, ON, L2S 3A1, edolansky@brocku.ca]

People learn, understand, and communicate through stories. This article looks at how case researchers can be better storytellers by applying what is known about narrative style and structure. Examples from popular culture (e.g. movies, books) are provided to better understand and implement effective storytelling, including where to place the decision point, presenting expository information in an engaging way, and tying the story structure of a case to the learning objectives in the classroom.

SUSTAINABILITY

- *Sustainability* **Case Research with a Sustainability Mindset** 99
- *UN SDGs*
- *Systems Thinking* Jane Gravill*, Conestoga College, Rajul Singh, Conestoga College, and
- *Regenerative Thinking* Raymond Paquin, Concordia University [299 Doon Valley Rd., Kitchener,
- *Triple Bottom Line* Ont., Canada N2G 4M4, jgravill@conestogac.on.ca]

- *PRME*
- *Giving Voice to Values*

Sustainability is defined as “meeting the needs of the present generation, without compromising the ability of future generations to meet their own needs.” We hope our article on case research with a sustainable mindset (CRSM) may help change the way you look at things and inspire you to write cases that consider broader, longer-term consequences and impact on stakeholders rather than a more traditional focus on shareholders. We present a lens to assist in framing business problems with a sustainability mindset and provide strategies to apply this lens in case writing. This approach, framing the problem (based in any discipline) with a sustainability mindset, provides ways to introduce new perspectives, tools, and frameworks in case writing. Since organizations have identified gaps in sustainability knowledge as major barriers toward achieving their goals, and there is urgent need for solving global sustainability problems, incorporating a CRSM lens into our case research to bridge this sustainability skills gap is essential.

CRJ REPRINTS

- *Strategic Management*
- *Sustainability*
- *Materiality Matrix*
- *Financial Returns*
- *Transportation*

Kehe Distributors LLC: The Shore Power Project

117

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KeHE Distributors LLC., a \$5.5 billion in revenues Illinois-based B Corp certified supplier of natural and organic food products across North America, conducted a pilot study in 2020-2021 involving switching to shore power (using electricity instead of a truck’s engine power) in bringing the temperature to desired levels in the refrigerated containers in their trucking fleet. The switch would have a positive effect on the environment in terms of lower carbon emissions in addition to cost savings. Tom Harden, KeHE’s Senior Manager of Fleet Assets along with Laura McCord, the organization’s Executive Director of Sustainability and Corporate Responsibility, had to decide on whether to seek approval for the project using both financial and sustainability metrics or to conduct an additional pilot study to better understand the controllable and uncontrollable factors that led to cost savings. The company had done poorly on the environmental dimension in the 2020 certification. Two factors made the decision both urgent and important. One was the necessity of applying early to receive rebates from state agencies that would help lower the capital cost of the project. The second was the fact that the company was facing a B Corp certification process in two years’ time that involved more stringent criteria on the environmental front.

- *Finance*
- *Financing Growth*
- *Capital Budgeting*
- *Venture Financing*
- *Women Entrepreneurs*

Green Zebra: Grow Fast or Grow Slow? Case B

135

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The CEO of Green Zebra weighed the implications of growth for her chain of innovative, organic neighborhood grocery stores. The stores were at the forefront of both healthy food and convenience trends but faced fierce competition from larger players entering the market. A rapidly diminishing cash position forced the CEO to compare how two investing-financing alternatives contribute to growth and to reducing the cash burn of current operations. A slow growth option required less financing and might allow the company to more rapidly achieve positive cash flow. The CEO was concerned that it might also result in permanently reduced market share. The alternative, rapid expansion into a new market, had the potential to rapidly scale operations and enhance competitive position. Yet rapid growth might not be feasible with available financing alternatives. The CEO, and students, must develop financial forecasts, prepare a net present value, and evaluate financing alternatives to make a decision as to which growth strategy to pursue.



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