ABSTRACTS ONLY

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OUTSTANDING TEACHING CASES GROUNDED IN RESEARCH

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Randall D. Harris
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North American Case Research Association
Christina Tathibana, Editorial Assistant
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crj.christina@gmail.com

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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.

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The right to reproduce a case in a commercially available textbook, or instructor-created course pack, is reserved to NACRA and the authors, who share copyright for these purposes. After publication, CRJ cases are distributed through NACRA's distribution partners according to non-exclusive contracts. NACRA charges royalty fees for these publication rights and case adoptions in order to fund its operations including publication of the *Case Research Journal*. Royalties paid are split 50/50 between NACRA and member authors.

MANUSCRIPT SUBMISSION

Submit the case manuscript and Instructor's Manual in one document via the *Case Research Journal* ScholarOne website at **http://mc.manuscriptcentral.com/nacra-crj.** This site provides step by step instructions for uploading your case. You will also be provided the opportunity to upload two case supplements – this is to allow submission of a spreadsheet supplement for the student and for the instructor if needed. No identification of authors or their institutions should appear on either the main case/IM document or on the spreadsheets. All identifying information should be removed from the file properties before submission. If you have audiovisual content to your case, please contact the editor to determine the best way to make this content available to reviewers without revealing the authors' identities.

At least one author must be a member of the North American Case Research Association. Membership dues are included in annual registration for the NACRA conference, or may be paid separately through the main NACRA website.

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

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- **Pearson Collections** (https://www.pearsonhighered.com/collections/educator-features.html)
- **McGraw Hill Create** (http://create.mcgraw-hill.com/createonline/index.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, William Wei, william.wei@algomau.ca, to see if we can have it added for you.

Textbook authors can also adopt CRJ cases for inclusion in their textbooks for a modest fixed royalty fee. Please contact the NACRA VP of Case Marketing for more information.

From the Editor

Welcome to issue 46(1/2) of the Case Research Journal. It is somewhat of an understatement to say that 2026 has been tumultuous. As we move farther into the 2020's, the decade has been punctuated by rapid change and social disequilibrium. Businesses today are operating in an environment that is more tumultuous and fast-paced than at any time in the last 50 years. As pointed out in our Special Issue edition last year, Artificial Intelligence has become the defining technology of our era, offering the potential for efficiency, scalability and massive cost savings. At the same time, fears that Artificial Intelligence will not measure up, will deplete our natural environment, may replace human agency, and/or mentally stunt the development of our children has gripped financial markets and baffled educational institutions around the world. Further, technology is only part of the story of 2026. The world is also gripped by conflict and a volatile political climate. Political polarization, unpredictable tariff policies, geopolitical fragmentation, and regulatory uncertainty have all driven the need for rapid decision making both on the front lines and in the boardroom of every business. Businesses must operate in an environment where international trade can shift overnight, supply chains are vulnerable to sudden shifts in geopolitics, and public trust is increasingly fragile. Agility, then, and resilience, are essential traits for business in 2026.

For business scholars, the challenge is to prepare students for a world in which the "right answer" is more elusive than ever. The case method is an outstanding way to develop critical thinking skills under these conditions. Organizations must adapt not just technically but culturally, cultivating leaders that can navigate social divides, respond to policy changes, and maintain business operations amid both national and global instability. The cases in this issue capture the unique challenges of this moment in time. Each of the five cases in this edition illustrate different examples of decision-making under conditions of uncertainty.

In "Johnson & Johnson Exchange Offer" by Susan White and Karen Hallows, case protagonist Michele Brady must decide whether to tender her Johnson &Johnson shares for shares in a newly independent consumer health company. The case asks students to do two critical things. One, students are tasked with engaging in a rigorous quantitative exercise in valuing both companies through methods such as discounted cash flow analysis. Two, students are then asked to dive deeper into the decision. Does holding the stock of either company align with Brady's risk tolerance? This second analysis is a deeply personal one, and ties into the broader qualitative factors to this type of decision. This case is excellent for courses in finance that deal with the topic of corporate restructuring.

In "'MESsy Software Selection in a Multicultural Context" by Chenhua Shen and Matthew Mullarkey, the protagonist Mandy Ho, VP of Manufacturing and IT Solutions at BGY-Mexico, must choose between one of three Manufacturing Execution Systems currently in use at the company: a Chinese version, a version built by BGY-Mexico's IT department, or a Portuguese off-the-shelf product. Complicating matters was a cloud option that was desirable but held extra risk. A main teaching point from the case is that enterprise software selection is a "context-sensitive managerial judgement problem", rather than a purely technical one. Notably, cross-cultural constraints, time zones, language barriers, and economic uncertainty all shape the decision point of the case in which no option fully dominates. This case is excellent for courses in IT Management, Digital Technologies and Operations Management, particularly in units where digital transformation and cloud computing issues are present.

In "Passive or Active: Hyatt House Real Estate Investment Analysis" by Felipe Ernst, Glenn Williamson and Thank Nguyen, the case follows real estate investor Cruz, who is considering an investment in an 18-unit multifamily property in Hyattsville, Maryland. Cruz must decide whether to invest passively alongside experienced real-estate syndicator Nolan or to manage the project by himself. The case exposes students to the fundamentals of underwriting real estate deals using several different financial models. Further, students must evaluate real world issues such as partnership structures, deferred maintenance, tenant delinquency, and an increasingly volatile interest-rate environment as part of their decision making. This case is designed for courses in Real Estate at both the undergraduate and graduate level.

In "Nuts for Cheese: Carving Out a Slice of the Vegan Market" by Richard Bloomfield and Marlene Reed, Canadian Nuts for Cheese founder and CEO Margaret Coons is at a critical inflection point and must choose between maintaining the status quo for her company, expanding further into the U.S. market, launching new products, or selling the business. Students are tasked with analyzing the company's brand and core competitive advantage as they analyze her options. The case highlights the tension between diversification and focus, and how shifting social trends toward plant-based diets and the evolving U.S.-Canada trade relationship creates both opportunity and competitive threat. This case was designed for undergraduate courses in Strategic Management.

In "APROFOR: Managing Business Units to Survive" by Sebastian Guimaraens, Javier Silva and Marcos Soto, Uruguayan APROFOR founder Robert Candia confronts a sudden 31% decline in sales, driven by a 40% collapse in global wood pulp prices that is tied in part to a U.S.–China trade conflict. He must decide whether to divest part of the company's forestry operations, restructure the livestock unit, or exit timber logistics. Each of these options carry financial, strategic, and community consequences for a firm that anchored the local economy of Paysandú. One particularly gripping aspect of the case is the challenge of honoring stated values of integrity and commitment during the firm's crisis. This case was designed for graduate level courses in Strategic Management, and particularly for units that discuss the topic of corporate strategy.

The current themes of the moment are broadly reflected in this edition of the Case Research Journal. Three of these cases turn directly on the volatile trade and macroeconomic environment described above. APROFOR's decision point stems from the U.S.–China trade conflict and wood pulp market oversupply, while both the Hyatt House and Johnson & Johnson cases decision points hinge on interest rates, valuation, and market timing. Further, the context for the decisions in these cases is deeply embedded in the uncertainty of the moment and the need to broadly engage stakeholders to build consensus while making decisions. For BGY-Mexico, the protagonist ultimately chose the least costly, most controllable in-house system amid economic uncertainty. With the Hyatt House case, investor Cruz was acutely sensitive toward protecting his family's trust. Finally, the cases in this edition echo the technological change and resilience themes of our era, such as MESsy's cross-cultural digital transformation trajectory and J&J's focus on high-growth innovation. With Nuts for Cheese, the changing cultural landscape is highlighted, with the company responding to shifting social values around sustainability and healthy diet.

If there is a unifying lesson across these cases, it is that thoughtful, values-driven leadership can navigate even the most turbulent conditions. Businesses in 2026 face more complex challenges than ever. Balancing strong opposing forces will be a key to success. In this edition each protagonist, whether choosing to hold steady, to walk away, standardize under constraint, or to grow into new markets, demonstrates that resilience, careful analysis, and a clear sense of purpose remain powerful tools. The collection of cases in this edition reflects the diverse and unique challenges that lie ahead and provides valuable tools for training future generations of leaders to address them. It is my hope that these cases will find their way into your classroom to do so.

Randall Harris, Editor
Case Research Journal

Congratulations to the Curtis E. Tate Jr. Award Winners (Best Cases Published in 2024 Volume 44 of the Case Research Journal)

Curtis E. Tate Award Winner for Volume 44

Marou Faiseurs de Chocolat: Growing a Sustainability-Focused Bean-to-Bar Brand by

Michelle P. Lee, Singapore Management University

Seshan Ramaswami, Singapore Management University

Curtis E. Tate Award Runners-Up

Facebook and the Future of Instagram Kids by

Randall D. Harris, Texas A&M University – Corpus Christi

Anne T. Lawrence, San Jose State University

W. Scott Sherman, Texas A&M University – Corpus Christi

Joining the Dots: Matching Unidentified Dead Bodies to Missing Person Reports in India by

Rajnish Rai, Indian Institute of Management

Pikolinos: Launching Spanish Footwear Manufacturing into Human Augmentation by

Josep Lluis Cano Giner, ESADE Business School, Ramon Llull University

Maria Ballesteros-Sola, California State University Channel Islands

Abstracts Only

FINANCE

- ***Finance***
- *Stock Valuation*
- *Portfolio Asset Allocation*
- *Diversification*

Johnson & Johnson Exchange Offer 1

Susan White, * and Karen Hallows, University of Maryland [4729 Roundhill Rd., Ellicott City, MD 21043-7033, suwhite@umd.edu]

In July 2023, Johnson & Johnson (J&J) announced its final step in its plan to divest its interest in Kenvue, a division that owned J&J's consumer health and beauty business. J&J offered a stock exchange of Kenvue shares for J&J shares. After the stock exchange, J&J and Kenvue would be independent. Before the exchange, J&J owned 90% of Kenvue. The case concerns Michele Brady, a retired professor who originally bought J&J because of its high dividend yield, along with additional dividend paying stocks. She now needed to decide whether to keep J&J, a pharmaceutical and medical device company, or divest her J&J stock to invest in Kenvue. While this case is about valuation, it also concerns personal finance decision. Michele wanted to confirm which stock would fit in with her personal risk tolerance and to ensure that her overall asset allocations were appropriate.

Intended Courses and Levels

This case is appropriate for an undergraduate or graduate finance intermediate or advanced corporate finance elective, particularly one that includes restructuring events. Stock exchange offers are generally not covered in introductory finance courses. This case has been used in an advanced undergraduate course, taken primarily by seniors who have already taken most of the finance curriculum and therefore have strong backgrounds in finance. It would also be appropriate for an investment class where stock exchange issues are discussed.

Learning Objectives

After completing this case, students will be able to:

- Describe what an exchange offer is and why a firm might exchange its stock. (Discussion questions 1 and 2)
- Value a company after a stock exchange restructuring using discounted cash flow and comparable company analyses and conduct a sensitivity analysis to determine the range of possible outcomes by varying the WACC and the growth rate. (Discussion questions 3 and 4)
- Evaluate a specific investor's decision to keep J&J or exchange it for Kenvue. (Discussion question 5)
- Evaluate Brady's current asset allocation and diversification choices. (Discussion question 6).

IT MANAGEMENT

- *IT Management*
- *Vendor Selection*
- *Make vs. Buy*
- *Cloud computing*
- *Enterprise solution*
- *Software as a service*
- *Digital strategy*

"MESsy" Software Selection in a Multicultural Context 27

Chunhua Shen,* and Matthew Mullarkey, University of South Florida [4202 E. Fowler Ave., BSN 3202 | Tampa, FL 33620-5500, shen12@usf.edu]

Mandy Ho, Vice President of Manufacturing and IT Solutions at BGY Mexico, faced a complex enterprise software decision. Three different MES systems were in use across production lines, each functioning reliably and supported by local managers, yet creating fragmentation and inefficiencies. She needed to decide whether to standardize on an in-house solution, adopt a commercial system, or pursue a cloud-based SaaS approach – each involving trade-offs in cost, integration, risk, and long-term digital strategy. The decision was further complicated by organizational resistance, cross-cultural coordination challenges, and uncertainty surrounding cloud adoption, including security and operational risks. With no clearly superior option, Ho had to balance short-term operational stability with long-term transformation goals.

Intended Courses and Levels

This IM is written to support discussion in Strategic IT Management, Digital Technologies, and Operations Management courses for undergraduate or graduate students. Although we focus on managerial issues in software selection, the case could also be assigned in a module dealing with cloud computing, digital transformation, or IS issues in an international context.

Learning Objectives

After completing this case, students will be able to:

- LO 1. Apply TELOS or other formal analytical frameworks to analyze a complex enterprise software decision by structuring technical, economic, legal, operational, and strategic considerations.
  - Undergraduate emphasis: structured problem decomposition
  - Graduate emphasis: prioritization under constraints and ambiguity
- LO 2. Evaluate competing MES solutions by weighing trade-offs among functionality, cost, integration, vendor dependence, organizational capability, and long-term digital strategy.
- LO 3. Evaluate and defend a software selection (make or buy) that aligns with the organization's operational needs, risk tolerance, and future digital transformation trajectory under real-world constraints.
- LO 4. Create a feasible implementation and transition plan for an enterprise system that addresses stakeholder resistance, capability gaps, vendor relationships, and operational continuity.

Note:
For undergraduate courses, instructors may emphasize LO 1 – LO 3, focusing on structured analysis and defensible recommendations.
For graduate or executive audiences, instructors may emphasize LO 3 – LO 4, highlighting strategic judgment, organizational readiness, and implementation leadership under uncertainty.

- ***Real Estate***
- *Commercial Real Estate*
- *Financial Analysis*
- *Real Estate Investments*
- *Entrepreneurship*

Passive or Active: Hyatt House Real Estate Investment Analysis 43

Thanh Nguyen,* Glenn Williamson , and Felipe Ernst, Georgetown University [1212 New York Ave NW, Suite 900A, Washington D.C 20005, tn469@georgetown.edu]

Cruz, a real estate investor, considers an investment in an 18-unit multifamily property located in Hyattsville, Maryland. The property presents a mix of value-add potential and operational challenges due to poor management and deferred maintenance. Cruz must decide whether he want to invest, and if yes, passively alongside his friend Nolan, an experienced real estate syndicator, or to manage the project independently. The case explores topics such as capital structure, investment strategy, workforce housing management, and real estate syndications.

Intended Courses and Levels

This finance case is targeted at Real Estate courses at the Undergraduate and Graduate level. The case would be suitable for the middle of a course, once students have been introduced to the various components that need to be incorporated into an investment memorandum. Students using this case would be expected to already understand typical loan terms and conditions for a property of this size as well as typical expectations of investors in such properties in order to estimate the targeted amounts of equity and debt that would be used to acquire and renovate such a property. This information is provided in the exhibits and supplemental files. The Excel template can be accessed by contacting the authors via email.
Students must grapple with a number of specific objectives for the renovation of the property ranging from fundamental issues with the physical status of the existing building such as the leaking roof and windows to the overall approach towards management of the property and which kind of tenants (market or voucher) to retain and/or attract over the long term. Should the analyst, for example, recommend the conversion of existing one bedroom to two-bedroom units and/or the investment in roof and window repairs? How best to manage four existing tenants who each owe $10,000 in past rent and are refusing to pay this debt until repairs are made?

Learning Objectives

Upon completing this case, students will be able to:

- Identify the economic viability of real estate investments.
- Analyze typical partnership structures for real estate syndication.
- Understand and identify solutions for operational challenges in a workforce housing investment.

STRATEGIC MANAGEMENT

- ***Strategic Management***
- *Corporate Strategy*
- *Family Business*
- *Portfolio Analysis*
- *Stakeholder Management*
- *Agribusiness*
- *Uruguay*

Javier J. O. Silva,* Sebastian Guimaraens and Marcos Soto, UCU Business School [Estero Bellaco 2771, Montevideo, Uruguay, javierjosilva@gmail.com]

The founder and CEO of a forestry, livestock, and logistics services company has been facing a severe financial crisis for nearly two years. His company, a market leader in forestry services in Uruguay with over 600 employees, suddenly experienced a 31% drop in revenue due to the decline in international prices for timber and its derivatives. Simultaneously, the company was making significant investments in infrastructure. The CEO had to decide which of the three strategic business units to restructure, divest, or abandon altogether to keep the company afloat. Numerous stakeholders were influencing his decision, but the financial pressure was imminent and demanded urgent action.

Intended Courses and Levels

This case has been developed for use in MBA programs, particularly as an introduction to strategic management. It can also be used in executive programs to discuss issues of corporate strategy. Additionally, it can be useful in family business management programs.

Learning Objectives

By analyzing, discussing, reflecting on, and making decisions about the case, students will be able to:

- LO1. Apply portfolio management tools (e.g., GE–McKinsey) to allocate resources across business units by diagnosing the shock's impact, evaluating industry attractiveness, and assessing unit strength.
- LO2. Evaluate strategic alternatives using a power and interest analysis of stakeholder expectations and justify the recommended choice with evidence-based trade-off analysis.
- CLO (Complementary Learning Objective): Recognize the impact of buyer-seller relationships on strategy.

STRATEGIC MANAGEMENT

- ***Strategic Management***
- *Social Entrepreneurship*
- *Food and Beverage*
- *Business Growth*

Richard S. Bloomfield,* Huron University College at Western University and Marlene M. Reed, Baylor University [1349 Western Road, London, Ontario N6G 1H3, rbloomfi@uwo.ca]

Nuts for Cheese: Carving out a Slice of the Vegan Market is a comprehensive case about various growth opportunities in different markets as well as product exploration that a vegan food manufacturing company is considering after their initial success. The case is best suited for an undergraduate course on Strategic Management. Topics covered in the case include qualitative analysis including external strengths and weaknesses and the opportunities and threats as well as an RBV analysis on the internal capabilities. The case also offers an opportunity for quantitative analysis including projected statements, breakeven analysis, and trade-off analysis.

Intended Courses and Levels

The intended audience for this case is a course in Strategic Management at the undergraduate level. The preferred placement of this case in the course would be at the point where alternative growth methods are discussed.

Learning Objectives

At the conclusion of the discussion of this case, the student should be able to:

- Identify external factors that have influenced the growth of a company.
- Evaluate the strengths and weaknesses of a company and the opportunities and threats of the industry in which it resides.
- Analyze the resources of a company utilizing the RBV methodology and determine competitive advantages.
- Evaluate strategic options using key factors affecting a company's efficiency and profitability.
- Compare the options for growth envisioned by a company and select the preferred option.

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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