

**ABSTRACTS OF RESEARCH PAPERS, CASES
AND PRESENTATIONS**

WACRA 2011

**at
Crowne Plaza Hotel Dublin-Northwood
DUBLIN, IRELAND
June 26– 29, 2011**

Session 1

**WACRA® EXECUTIVE AND
ADVISORY BOARD MEETING**
(including lunch)

Session 2

OPENING PLENARY SESSION

"WELCOME"

Dr. Hans E. Klein, President & Executive Director, ACT-WACRA®, Needham (Boston), U.S.A.

**TELL IT LIKE IT IS: “ADDRESSING LIBERATION AND
SOCIAL JUSTICE THROUGH CASE RESEARCH”**

Samuel D. Henry
Portland State University
PORTLAND, OREGON, U.S.A.
Dr. Donna Beegle
Communication Across Barriers
TIGARD, OREGON, U.S.A.

Addressing complex issues like poverty and the development of socially-aware educational policy have come to involve re-directed data collection, analysis and application. Hence, ‘tell it like it is’ has significant meaning for case research and case usage in the advanced leadership focused classroom, and at the boardroom table, reflected in this plenary session.

In ‘Retaining and Educating Students from Poverty’ we explore the reality of these conditions. We know that students who experience poverty are the least likely to gain an elementary, secondary or higher education, and we know that students from families in poverty need an environment in which they can engage with the schools and other public entities to better develop self-help and communication strategies leading to decreasing their proximity to poverty. This presentation through case study, examines what works for success in retention, completion and the preparation of teachers and other educators, for those working with students coming from poverty.

In ‘Curiepe’ we use on-going case study research to inform education policy development. We examine how fostering social capital, the dense reciprocating networks of relationships which research going back to Coleman (1966) has indicated increased educational outcomes, can result in school reform. Where educational policy formulation in the US, excluded from the US Constitution and therefore left to the states, has largely ignored the need to attend to education as a function of a healthy community, this case’s exploration of a Black town in coastal Venezuela survival and flourishing for 300 years, suggests a redirection of policy toward building and sustaining communities; moving from standardization and centralization, toward community-based cooperative policy-building approaches.

Together, these two presentations construct a unique address of issues of social justice through case research, and each presentation offers salient cases to launch classroom discussion and reality-based problem-solving.

GLOBAL DIALOGUE: USING VIDEO TO ENHANCE THE INVOLVEMENT OF STUDENTS OF TWO BUSINESS SCHOOLS - RUSSIA AND THE U.S. - IN THE PROCESS OF MUTUAL LEARNING EACH OTHER'S VALUES

**Andrey Zamulin
St. Petersburg State University
ST. PETERSBURG RUSSIA**

“Leaders must engage their constituents in a dialogue about values. A common understanding of values comes about through that dialogue; it emerges from a *process*, not a pronouncement” (Kouzes and Posner, *The Leadership Challenge* (3rd Edition), 2002)

This paper will describe a classroom learning activity first held on two university campuses thousands of miles apart, then shared through technology for an enriched multi-cultural experience.

THE IMPACT OF CALCULUS ON EVERYDAY LIFE

**George B. Pyrros
University of Delaware
NEWARK, DELAWARE**

The invention of Calculus in the 17th Century made possible the mathematical description of the physical universe. At that time the modern science was born. Calculus became the basic tool in modeling the continuously changing phenomena in nature, society, and technology. The purpose of this presentation is to discuss the amazing applications of the mathematics of change, which is called Calculus.

THE ROLE OF RESEARCH ETHICS BOARDS IN CASE RESEARCH

**John Walsh
University of Guelph-Humber
TORONTO, ONTARIO, CANADA**

Case research is increasingly accepted in the academy as a valuable form of scholarship and research. Peer reviewed journal quality publications, refereed conferences and the emergence of a well developed learning pedagogy and research methodology have all contributed to establishing case research in many disciplines including medicine, psychology, business, and more broadly across social and natural sciences.

Consistent with the evolving interest in case research, and the increased concern within granting agencies regarding the ethical conduct of research involving human subjects, research ethics boards have become more involved in the issue of assessing faculty and graduate student proposals in this area.

This presentation offers an overview of current literature and issues related to the role that Research Ethics Boards are playing in the review of case research proposals that involve human subjects and offers the opportunity for a dialogue with case research academics on this topic

CASES OF NEED: VOICES FROM PRISON ON ADVICE TO NEW TEACHERS FROM INMATES

Janice L. Nath
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HOUSTON, TEXAS, U.S.A.
Lynn Freeman
University of Houston – Victoria
VICTORIA, TEXAS, U.S.A.

Creating an overall positive classroom environment (including management) is one of the greatest demands that many new teachers face. Particularly challenging is dealing with those students who, while in K-12, display more severe violent and/or other antisocial behaviors. This study examines cases of prison inmates who impart advice to teacher educators and teacher candidates about providing a learning environment for students who may be similar to themselves when they were attending elementary, middle, or high school.

TEACHING CASES IN SERVICE-LEARNING FOR CONNECTING ACADEMIC CONTENT WITH COMMUNITY ENGAGEMENT: PREPARATION, PRAXIS, AND PERFORMANCE

Christine Cress
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PORTLAND, OREGON, U.S.A.

Teaching Cases by faculty in college level service-learning courses in multiple disciplines highlight pedagogical and epistemological challenges in connecting student understanding of academic concepts with community issues. Analysis of the Teaching Cases revealed that deconstructing learning dilemmas as transformational teaching moments transposed them from mere context to core curriculum as students moved from knowledge receivers to community problem-solvers. Three categories of instructional recommendations are explicated for facilitating this process: Preparation, Praxis, and Performance.

TEACHING BASIC FRENCH WITH TECHNOLOGY

Anthony T Sallustio
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NEW ROCHELLE , NEW YORK, U.S.A.

This presentation describes an approach to teaching French language at the elementary level with Power Point slides that use images accompanied by printed word and spoken language. The abstract describes the content of the presentation along with the methodology and goals of the course; however, it describes but does not contain the images used in the presentation. The concluding section discusses some of the anomalies of language learning in the past 50 years and how well the subject sits with and suits the learning styles of today's Generation.

(This is a description of the course design. If accepted, the presentation would be more of an illustration of what activities go on. The presentation has 25 Power Point slides and most of them illustrate materials and activities that are put to use in the dynamics. It would probably require at least 30 minutes perhaps more.)

FRENCH WINE SMALL AND MEDIUM SIZE FIRMS FACING THE GLOBAL CRISIS

**Pierre Mora
Manzoom Akhter
BEM Management School
TALENCE CEDEX, FRANCE**

Purpose: SME's belonging to the wine industry face the present international crisis. The impact of recession has been observed on domestic as well as on global activities. The French case is particularly concerned by this issue for two reasons. First, the French industry is almost composed of SME's which are more financially fragile to support their export activities. Second: the international image of the French wines is expensive and more concerned by a reduction of purchasing power of the consumers. The aim of this paper is to describe and explain the export performance of French wine SME's and their resistance to the international crisis.

Design / Method: A literature review allowed a better knowledge of the role played by financial elements to export especially in the wine industry. A special theoretical focus is made on the size, and export performance (Maurel, 2009). The most important part of the export being concentrated on the "big" SME's, we studied a sample of 337 French SME's. To analyze their specificities, the methodology compares wine firms with similar ones, not belonging to wine industry. Six financial determinants concentrate most of the research: size, growth, profitability, solvency, shareholder equity and financial autonomy.

Findings: First : the period 2005-2008 does not show a clear correlation between export activity and size of these SME's (turn over, employment, shareholder equity). Second : even if 2009 has been a very good vintage because of favorable climate conditions, it seems that the financial impact on the French SME's belonging to the wine industry is more important.

FROM TEXT- TO TECHNOLOGY-BASED CASE STUDY: A FOCUS ON PLAGIARISM

**Patricia Brock
Walden University
SOMERVILLE, NEW JERSEY, U.S.A.**

The goal of this paper is to provide the opportunity for participants to examine and reflect on the global development of case study methodology from its traditional text-based roots, where reading and discussion are the primary core elements to its current technology-based directions, where context-based action and immediate interactivity are key components, especially applicable in online and distance learning settings.

In today's visual world, information, interpretation and understanding are derived through digitized images and video to students who are more effective learners in multi-modal environments and are more adaptable in differentiated instructional strategies. Furthermore, this session will offer specific example support advice and encouragement for participants to consider translating text-based case studies into technology-based case studies.

To contextualize this session, a module for plagiarism prevention will be presented both in text format and video image format for participant direct comparative analysis and discussion. Participants will be encouraged to exchange technology-based ideas and resources that have worked for them or for their colleagues transforming text-based case studies into technology-based ones. Participants will also be presented with an annotated bibliography of technology-based support sites.

MENTORING FACULTY MEMBERS: NARRATIVES FOR DISCUSSING INCIDENTS OF ACADEMIC DISHONESTY

**Robert W. Hendersen
Grand Valley State University
ALLENDALE, MICHIGAN, U.S.A.**

Narratives are one tool for prompting discussion when mentoring new faculty members. This paper presents six brief narratives, each describing an incident of apparent academic dishonesty in undergraduate classes. How academic honesty is interpreted and handled varies with context, so this paper also contains narrative descriptions of three very different contexts (a state university where faculty members bear responsibility for imposing sanctions for academic dishonesty, a private liberal arts college with an honor code, and a university where administrators have primary responsibility for handling academic dishonesty cases). Discussing how each incident might be handled in each of the three different contexts gives new faculty members a concrete sense of the key role that institutional context plays in interpreting academic dishonesty and in adjudicating sanctions. The narratives are appropriate for use in peer mentoring, which diminishes some of the problems that can result from status asymmetry and information asymmetry in more traditional mentoring.

Session 6

NORTH GEORGIA ACE: A CO-OP DECISION IN THE RETAIL HARDWARE INDUSTRY

**Kip Pirkle
University of Georgia
ATHENS, GEORGIA, U.S.A.**

The owner of a retail hardware business is considering switching his cooperative affiliation after several successful years with Ace Hardware. The store has experienced superior returns relative to the average hardware store, yet the value of the Ace affiliation must be examined. "Big box" retailers continue to capture market share based upon economies of scale, lower prices, and one-stop shopping. Even though this retail store is currently earning strong profits, future planning must take into account extensive changes in the structure of the industry.

POLICING THE NOTTING HILL CARNIVAL: TAMING A WICKED PROBLEM

**Jonathan Tritter
Grier Palmer
University of Warwick
COVENTRY, UNITED KINGDOM
Richard Harding
Metropolitan Police
LONDON, UNITED KINGDOM**

This paper presents a teaching case study developed for a Postgraduate Diploma in Police Leadership and Management. The Case Study was based on student's essay and focused on their experience of management of a complex partnership for a module on Partnership Working, Stakeholder management and Community Engagement. The Case Study was written and delivered jointly by the

student and the module leader (JT and RH) in December 2010. The third author (GP) is leading the development of a Warwick Business School approach to case-studies and supported the development of the case study and observed and evaluated its delivery. What follows is a written version of the presentation and discussion that took place in the classroom. We conclude with some reflections and suggestions for adapting the case for delivery in December 2011.

THE POWER OF INTERIOR DESIGN

**Krishna Kumar
Indian Institute of Management Lucknow
LUCKNOW, INDIA**

This short case study describes the process of expansion in the Postgraduate Programme in Management (MBA) in one of the youngest management institutes set the Government of India. The case starts with the task of increasing 85% of intake in seats required under OBC reservation quota (in the first year itself), which was considered a very difficult challenge, even in 4 years, by other well established institutes, and traces back the efforts to increase the intake two times recently, making the Institute grow 4.5 times in 6 years. The innovations introduced, including interior design, also helped significant diversifications in academic activities leading to sound financial position

Session 7

DEVELOPING AN APPLIED TEACHING CASE STUDY OF POLICE PARTNERSHIP: CAPACITY BUILDING FOR ACADEMICS, STUDENTS, PROFESSIONALS AND ORGANISATIONS

**Jonathan Tritter
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The paper's objectives are to articulate and share the processes involved in developing and teaching an innovative type of case study, and to reflect critically on the creation of social and intellectual capital, plus the institutional benefits.

The framework: A postgraduate /professional award, taught at a UK Business School by its Government group. A real social and operational leadership experience, designed and written up as a case for teaching leadership, stakeholder management and decision making.

The proposal: To share and receive feedback on the case's development (proposed for presentation at the 2011 Colloquium) and its value as an example of the multiple benefits of case studies in learning.

ONA CLINIC: ENTREPRENEURSHIP IN HEALTH CARE

**Galina Shirokova
Tatiana Kozyreva
Tatiana Sklyar
St. Petersburg State University
ST. PETERSBURG, RUSSIA**

This case study deals with the problem of an entrepreneurial company development in health care. Thanks to the entrepreneurial qualities of the company founder Marina Vlasova, the *ONA* clinic has become one of the leading multi-field clinics in St. Petersburg. Beginning with its foundation, the clinic was aimed to be a health preservation clinic for women. At the same time, as the company was developing, new fields unrelated to the core “business” of the clinic were emerging, and that led to brand erosion. Along with that, the founder of the company tried to bring in a team of professional managers to run the company. Medical doctors and managers with no medical education, started to confront each other. The growing firm faced these and other problems, which made it necessary to make a decision about the further development of the clinic, i.e. about concentrating either on a narrow market segment targeted at women’s health support, or on further diversification which would help the company make profit on a wide range of medical services.

REWARDS GALORE

Krishna Kumar
Indian Institute of Management Lucknow
LUCKNOW, INDIA

In the past twenty five years the Institute has conferred several rewards on me. Some people call it severe penalties. Some directors even tried to strangulate academic, perhaps inadvertently, sometimes on advice of anxiety marred professors, who were less keen to promote academic than politics. But I don’t take it that way for if it was so, how did I last here for 25 years, the first faculty member to achieve the feat. In any case the so called penalties did not pain or deter me from academic path. What pains me, however is the Institute missed so many wonderful opportunities” told Dr. Ahibans Chatterjee to a friend, reminiscing his 25 years journey at the Institute.

Session 8

ASOPESCAR: INVERSIÓN SOCIAL DE NORPETROL VENEZUELA

Josefina Bruni Celli
IESA (Instituto de Estudios Superiores de Administración)
CARACAS, VENEZUELA

Francisca Ríos, Coordinadora de Inversión Social y Relaciones con la Comunidad de NorPetrol Venezuela, contemplaba desde la avioneta la selva y los caños sinuosos del delta del Río Orinoco. Era viernes 21 de abril de 2006 y volaba de Güiria (ciudad de 30.000 habitantes ubicada en el extremo oriental de Venezuela frente el Golfo de Paria), vía Tucupita (donde se bajaría otro gerente de la empresa), hacia la ciudad de Barcelona, sede de las oficinas principales de NorPetrol Venezuela (ver mapa en Anexo 1).

Al llegar a Barcelona Francisca Ríos debía, por mandato de la empresa, preparar un plan para una inversión adicional en la Asociación de Pesca Artesanal (ASOPESCAR), organización ubicada en Güiria, cuyo desarrollo y fortalecimiento NorPetrol apoyaba desde 2000. Sin embargo, ella no tenía del todo claro cómo enfocar esa nueva inversión, pues había identificado algunos hechos preocupantes que la obligaban a revisar su estrategia de inversión social en esa organización.

La vibración del motor la tenía un poco adormecida, pero Francisca Ríos no lograba conciliar el sueño. Le angustiaba ASOPESCAR y la situación en que se encontraba. El día anterior le había preguntado al alcalde de Güiria: “Rómulo, tienes un proyecto pesquero interesante para el municipio, sabes que ASOPESCAR es una experiencia interesante que podrías incorporar a tu proyecto, pero no la estás tomando en cuenta... ¿qué pasa?” Y él había respondido mencionando el mal uso que algunos líderes de ASOPESCAR le daban a los recursos públicos.

El uso de los 100 millones de bolívares otorgados por la gobernación del Estado Sucre a ASOPESCAR, para ser utilizados en el desarrollo de la actividad pesquera, comenzaba a hacerse notorio. Sin embargo, Francisca Ríos no quería dejar de apoyar a ASOPESCAR. Desde su punto de vista la organización mostraba elementos de éxito y no tenía sentido dejar de apoyarlos. La pregunta era cómo hacerlo.

DESARROLLO Y POBREZA: CASO ASOFRUTAS

Juan Alejandro Cortés Ramirez
Claudia Vélez
Universidad Pontificia Bolivariana
MEDELLÍN, ANTIOQUIA, COLOMBIA

El apoyo de entidades como la corporación PRODEPAZ evidencia que otorgar libertades proporciona en las comunidades desarrollo y justicia social tal como es el hecho de la Cooperativa Asofrutas. El caso permite generar reflexión alrededor de las posibilidades que tienen las entidades sociales y las comunidades de propiciar resultados que sobrepasan la generación de utilidades alcanzando fines de bienestar social que antes eran solo dejados a la acción del Estado. Se concluye desde la propuesta de desarrollo de Amartya Sen que la condición de pobreza supera la escasez de recursos y se define por la ausencia de libertad para el desarrollo de capacidades, tal como se presenta en Asofrutas. Este caso es resultado de una reflexión crítica sobre la información obtenida basado en los métodos de investigación cualitativa de la narrativa y la observación estructurada.

Session 9

USING EVIDENCE TO ASSESS TEACHER CANDIDATE'S UNDERSTANDING OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENT NEEDS: TWO CASES

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Teacher education faculty have attempted a variety of techniques to assess the extent of these entering teacher candidate's knowledge and ability before they work with diverse students. This study examines and reports findings that enhance the preparation of teachers for linguistically diverse classrooms, presenting cases: one of monolingualism the other of multilingualism, as a means of better addressing issues of linguistic diversity.

A CASE STUDY OF A PROFESSIONAL STUDY GROUP

Maika Yeigh
Samuel Henry
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Research has indicated that many well-intentioned professional development opportunities for K-12 teachers do not result in lasting changes in either instructional practices or that affect student achievement. Interest in practice-changing professional development has led to finding the kinds of professional development that will impact teacher learning and student achievement. Professional

development literature suggests three components: 1) that teachers should have an opportunity to reflect on their own practice and make professional choices (lead to “teacher satisfaction”), 2) that structural issues of professional development need to be addressed, and 3) professional development needs to be connected with student achievement as a whole, not simply student response on standardized tests. This case study of a teacher-facilitated professional development group describes each of these components in their context and offers findings for discussion on making professional development more effective.

FROM POVERTY TO DOCTORATE: ONE WOMAN'S JOURNEY

**Donna M. Beegle
Communication Across Barriers,
TIGARD, OREGON, U.S.A.**

This case is based on the lived experience of being born into poverty and later achieving a Doctorate. I was born into a family where no one was educated beyond 8th grade. I am the only family member who has not been incarcerated. Most of my family members are not literate. For generations, my family subsisted on temporary, low-wage jobs and migrant labor work. Although we worked hard, we were constantly evicted and homeless. In our environment, education meant added stress: the stress of trying to arrive on time; of having the right clothing, shoes, and lunch; and the stress of understanding the words and subjects that were discussed in school. This case illuminates variables that assisted me in moving from poverty and hopelessness to self-confidence, a G.E.D., an A.A. in Journalism, a B.A. (with honors) in Communications, a Master’s Degree in Communication, with a minor in Gender Studies (with honors), and completion of a Doctorate Degree in Educational Leadership from Portland State University.

Session 10

REDUCING “DISTANCE” IN DISTANCE EDUCATION THROUGH TECHNOLOGY AND HUMANISTIC CONSIDERATIONS: THE CASE OF A UNIVERSITY

**Mejai B. M. Avoseh
The University of South Dakota
VERMILLION, SOUTH DAKOTA, U.S.A.**

Distance and continuing education as understood and used today has its roots in correspondence education. Distance and continuing education, from its inception to its 21st century transformation, has always been defined and refined by the need to reach students. The need to provide learning opportunities for students irrespective of their geographical distance to the provider has always been the determinant of distance learning. This paper uses the case of a university to tell the story of humanizing distance and continuing education by reducing the aspect of ‘distance’ through a combination of technology and humanistic methods. The case of the institution includes how key decisions on opening up access to higher education in a state with a large landmass and sparse population were taken. The use of technology – including mobile computing, setting up a university center, and establishing cohorts were the key issues that form the focus of the problems which the institution set out to solve. Those efforts and their outcome form the core of the story of this paper.

LOUISE ROY: INTRAPRENEURSHIP THROUGH ORGANIZATIONAL CHANGE (A-D)

**Joëlle Piffault
Louis Jacques Filion
HEC Montréal
MONTRÉAL, QUÉBEC, CANADA**

In cases A, B, C and D, the authors describe the career of Louise Roy, a woman who has shown outstanding leadership in the organizations she has managed. The basis for her leadership lies in her training as a sociologist and her fundamental interest in human beings, but beyond this, there is also Louise Roy the person and her ability to commit. She is not afraid of taking risks, making courageous choices or seizing opportunities. Very few Canadians have held such senior positions in major European multinationals. Throughout her very unusual career, she has always been guided by a constant desire to be herself and an ongoing focus on organizational innovation.

Case A(1985-1992), Ms. Roy has been appointed by the government of Québec to manage structural changes in one of the most difficult organization in the province, i.e. the Transport Authority of Montreal (8,000 employees), which serves through a network of buses and metro lines the island of Montreal.

These cases are discussed at various levels (MBA, MS and Graduate Diplomas, and Bachelor's) in Intrapreneurship, Visionary and Entrepreneurial Thinking, Managerial and Strategic Craft, Management Skills, Strategic Management, Entrepreneurial Craft, Entrepreneurial Project Planning, and Management courses.

CHARLES SIROIS ET ENABLIS RÉSEAU ENTREPRENEURIAL (2011)

**Laurent Lapierre
Jacqueline Cardinal
HEC Montréal
MONTRÉAL, QUÉBEC, CANADA**

Celui qui était en voie de conquérir le monde des télécommunications, dans les années 1990, s'était tu après la débâcle technologique qui avait emporté avec lui, au tournant du troisième millénaire, tous les cracks d'Internet. Loin d'être désabusé, il affiche aujourd'hui l'enthousiasme des bâtisseurs. À peine sorti de l'hécatombe non annoncée, il s'attaquait, en 2003, à la mise sur pied de la société Enablis Réseau Entrepreneurial, dont la mission est d'identifier, former, soutenir et encadrer les entrepreneurs en puissance dans les pays émergents, dans le but de réduire la pauvreté dans le monde. Ses contacts dans les milieux de la finance, ses énergies d'entrepreneur et sa force de persuasion sont, sans équivoque, au service de l'accroissement de la richesse à l'échelle de la planète.

Session 11

EDUCATIONAL PROGRAMS: HELPING ACHIEVE DREAMS FOR FIRST GENERATION STUDENTS

**Emiliano Gonzalez,
University of St. Thomas, Houston
HOUSTON, TEXAS, U.S.A.
Lynda LeClair
Sam Houston State University
HUNTSVILLE, TEXAS, U.S.A.**

The United States offers free education to all school-aged children. Blanchett, Brantlinger and Shealey (2005) state that in an ideal society, all children would be receiving equal educational resources,

unlimited academic support, and individualistic educational guidance. However, inequalities in education continue in the United States (Spring, 2010). To address the disparity of educational services, the United States has instituted certain federal laws. One such federal law, the No Child Left Behind Act of 2001 (PL 107-110), is aimed at increasing college access for at-risk students (Blanchett, Brantlinger & Shealey, 2005). Title IV of the Higher Education Act of 1965, initiated federal government funded precollege outreach programs like Upward Bound (1965) and GEAR UP (1998) to name but two, to address higher education access issues for low income and first generation students (Gullatt & Jan, 2003). The goals of such precollege programs are to provide supplemental academic support, financial aid information, and guidance in the college application process for students identified as low income or at-risk (Gullatt & Jan, 2003). This paper speaks specifically of such a program and its impact on such populations.

TEACHER CHANGE AND THE IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT NEW YORK CITY PUBLIC SCHOOLS WORK WITH IDENTITY

**Lucia Buttarò
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GARDEN CITY, NEW YORK, U.S.A.**

Research in social psychology and organized behavior has extensively examined how identity development influences professionals' behavior (Ashforth & Humphrey, 1993; Ely & Meyerson, in press; Stryker & Serpe, 1982). These insights, however, have not been fully exploited in the context of inquiry-based reform, as sparse research examines these models through an identity perspective (Pratt, Rockman, & Kaufman, 2006). This study attempts to fill this gap. The paper uses focus groups, semi structured interviews, and seminar observations from six years of research in New York City Public Schools implementing a multi-site inquiry reform – the Scaffolded Apprenticeship Model (SAM). Results show that team inquiry facilitates identity change among teachers – in the form of new practices, roles, and self-definitions – as researchers, analysts, evaluators, leaders, designers, change agents and collaborators. Data from school colleagues show a public recognition of teachers' new role identities, not only by other members of their inquiry teams but other educators as well. Analysis also suggests that certain programmatic supports could potentially support identity change to varying degrees. Applying an identity perspective illuminates how teachers interpret and enact large-scale inquiry for school improvement, as well as enabling conditions.

FORMAL AND INFORMAL MENTORING IN ACADEMIA FOR THE 21ST CENTURY

**B. Gloria Guzman Johannessen
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SAN MARCOS, TEXAS, U.S.A.
Ann Unterreiner
Valdosta State University
VALDOSTA, GEORGIA, U.S.A.**

As a way to initiate a dialogue with the reader, the authors present their own case narratives and attempt to engage the reader in a conversation about experiences and perspectives on formal and informal mentoring.

The purpose of this paper is to present two case studies, which provide a lens for critical examination of some of the current conditions on mentoring in higher education. In this particular examination, the authors focus on formal and informal mentoring as venues for the cultivation of academic faculty. They move away from the current narrow view of mentoring as a process focused only on the support of institutional policies to a view based on relationships aimed at enhancing faculty preparation to meet the challenges of a global society and an institution's role in the XXI century.

**RUSSIAN CASE STUDIES CENTER WWW.CASE-CENTER.RU:
AS THE BASIS FOR CREATING AND DISSEMINATING
NEW KNOWLEDGE**

**Sergei Starov
Elena Rasha
GSOM-St. Petersburg State University
ST. PETERSBURG, RUSSIA**

This article is aimed at sharing the experience of the Graduate School of Management (GSOM), St. Petersburg University, Russia, in advancing business education in Russia through the electronic case data base www.case-center.ru. In 2007, GSOM was the founder of the project "Russian Case Studies Center".

The Russian Case Studies Center is an electronic library of business case studies used in programs of business education at various levels. The data base includes case studies written in Russia mostly on the basis of research in Russian companies, as well as international companies based in Russia.

The aim of the project was to promote business education by expanding the access of teachers of business disciplines to the teaching materials prepared by the authors in different universities and educational centers in Russia, and published in professional journals. The project involves 20 Russian universities and business media, including "Harvard Business Review Russia," "Vedomosti," "The Secret of the Firm," "Business Petersburg", "E-Perspectiva.ru" and others.

**THE ALBERTA / HASKAYNE EXECUTIVE MBA PROGRAM:
THE CASE OF A SUCCESSFUL REGIONAL PROGRAM**

**Jack Kulchitsky
Vernon Jones
Kathy Drewes
University of Calgary
CALGARY, ALBERTA, CANADA**

The case of the Alberta / Haskayne EMBA program is interesting because of its success within a regional market and its recent Financial Times Ratings. Positioning the program successfully within the local market and the building of reputation through ethics and principles of student success are ways this regional program has remained relevant and sustainable. A description of these practices is offered as they apply to the Alberta / Haskayne EMBA program as options to be applied to other regional programs seeking similar success.

KICKAPOO COFFEE – AN ENTREPRENEURIAL CASE STUDY

**Douglas Schreder
National Louis University
CHICAGO, ILLINOIS, U.S.A.**

This case study traces the startup and several year evolution of a successful entrepreneurial coffee roasting business located in a rural American community. The case describes the backgrounds and experience of the entrepreneurs, how they pooled their passions and resources, adhered to a mission based on social justice, fair trade, and economic sustainability, and attained a level of success that

included national recognition, high profitability and entrepreneurial quality of life within five years of startup. The case study is intended to be an example of some of the ingredients that led to a successful entrepreneurial start up in an economically challenged rural community.

Session 13

PLENARY SESSION

ECCH PRESENTATION

Hayley Goldsmith
ecch, Cranfield University
WHARLEY END, BEDS, UNITED KINGDOM

The session led by ECCH will include a brief overview of the case method, followed by a look at the new ecch website and electronic delivery service. Hayley Goldsmith will explain how to use the search functionality of the site to find appropriate materials and will highlight the wide variety of content available. Case features and the free case collections will be discussed along with how to get your case registered with ecch. How to find out about case competitions, award winning and popular cases will be explored, along with what makes a popular case? The findings of research undertaken by ecch and IMD on statistical case sale analysis will be presented looking at what elements help to make a case popular.

MEN, AGING AND ENVIRONMENT TRENDS: AN INTERVENTION FRAMEWORK BASED ON CASE STUDIES TO EFFECTIVELY MANAGE THE MALE LIFE TRAJECTORY

Evelyn J. Bata
University of Maryland University College
ADELPHI, MARYLAND, U.S.A.

Research suggests that male stress syndrome affects midlife men's psychosocial, physical, and workplace well-being. Moreover, the male aging experience has come under assault since the traditional socially created norms for men no longer fit with the changing economic, social, and environmental trends. To address the effects of the changing environment on the well-being of males, this session presents an Intervention Framework and Case Studies that demonstrate strategies to achieve goals, personal satisfaction, plasticity, and multi-directionality. The model can be adapted for use by human resource specialists, educators, life coaches, and therapists.

Participation in this session should enable attendees to:

1. Identify predictors of psychosocial stress unique to men of diverse cultural and socioeconomic backgrounds.
2. Challenge traditional biased assumptions associated with men and aging.
3. Articulate the male aging experience through work, education, social and psychological perspectives.
4. Acquire an Intervention Framework specific to empowering the aging male in the life trajectory.

Content of the session is relevant to business and work related issues, the health care industry, university environment, and community. The session includes case presentations and intervention techniques to engage the attendees, and a brief PowerPoint outline of the Intervention Framework Model.

SEXUAL HARASSMENT—A HOT TOPIC FOR BUSINESS

**Shirley Ezell and Marcella Norwood
University of Houston
HOUSTON, TEXAS, U.S.A.**

Sexual harassment has long been thought of as unwelcome sexual advances mainly to women, however, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment. These actions are especially odious when they explicitly or by implication appear to be a condition of employment, are used as a basis for employment decisions, or interfere with work performance or create an intimidating, hostile, or offensive working environment. The cases provided in this document occurred at worksites such as a new home sales office, a large retail store, a medium size retail store, and a real estate business. Each case has special circumstances and provides an opportunity for students to learn how to handle difficult situations.

DEVELOPMENT AND EFFECTIVE LEADING OF STUDENT TEAM WORK

**Martina Chládová and Miroslav Lorenc
University of Economics, Prague
PRAGUE, CZECH REPUBLIC**

This paper examines the current situation in Czech higher education with special attention on experience with student team work and team learning in selected courses taught at the University of Economics, Prague (Czech Republic). It focuses especially on its development, knowledge gained from used methods and techniques and also on feedback. The theoretical and teachers point of view on student team learning and team work in higher education is accompanied by the experiences and opinions of former students especially on the usefulness of the skills gained in their business lives. These research outputs form a significant part of the paper.

DEVELOPING STUDENTS INTO GLOBAL CITIZENS: THE CASE FOR INFUSING SERVICE-LEARNING INTO ACADEMIC AND PROFESSIONAL CAREERS

**Michael Savage and Lawrence Carroll
Elmhurst College
ELMHURST, ILLINOIS, U.S.A.**

This case study will describe how the “Elmhurst Experience” (including student self-formation and early professional preparation) is designed to provide students with opportunities to engage in Service-Learning (S-L) as they prepare to be leaders in a very complex world. We will describe how students are connected to community leaders, resources, and experiences that will prepare them to engage a world that is confusing, challenging, and exciting.

The authors will discuss how the following organizational variables: purpose, relationships, culture, structure, reward systems, and other helpful mechanisms might direct and influence the ways individuals can develop a personal Service-Learning framework.

While there are many definitions of Service-Learning, the working philosophy of the Elmhurst College S-L program reflects the common characteristics described by Eyler and Giles (1999). These characteristics are:

- The experience is positive meaningful and real to the students involved;

- The experience is a cooperative experience that promotes skills associated with teamwork, community involvement, citizenship and organizational understanding;
- The experience addresses complex problems that occur within the context of complex organizations;
- The experience offers the participant an opportunity to be involved in problem-solving by requiring an increase in knowledge of the specific context of the Service-Learning activity and challenges;
- The experience promotes a deeper learning because the results have no clear right or wrong answers;
- The experience generally challenges values as well as ideas and therefore supports social, emotional, and cognitive learning along with participant learning.

The case presentation will focus on these practices, principals and organizational variables that help guide the “Elmhurst Experience.” Additionally, we will address our successes and failures, and explain how we use this information to improve the quality of the program and thereby strengthen students’ experiences as they engage in Service-Learning throughout their “Elmhurst Experience.”

Session 15

LA FORMACIÓN DEL ADMINISTRADOR Y LA COMPRENSIÓN DEL SABER ADMINISTRATIVO: AVANCES EN EL ESTADO DEL ARTE

**Claudia Vélez
Manuel Álvarez Arango
Universidad Pontificia Bolivaria
MEDELLIN, ANTIOQUIA COLOMBIA
(presented by Juan Alejandro Cortés Ramirez)**

En un mundo donde las organizaciones asumen un papel prevalente el saber y el hacer administrativo siguen su ritmo. Esta lógica permea las estructuras educativas delimitando las exigencias de formación que soporten el sistema económico. La proliferación de las ofertas y el impacto económico-social-cultural de los programas en administración conduce a reflexionar sobre los elementos sustanciales de la pedagogía y didáctica de la administración y cómo éstas permean los diseños curriculares de los programas. El estudio se basa en investigación documental y permite concluir en este avance sobre el estado del arte la urgencia por la reflexión sobre las particularidades que se pregonan y el lugar deliberado de los discursos dominantes de la escuela de administración tradicional.

DEBEMOS, QUEREMOS,... ¿PODEMOS?: APLICACIÓN DEL MÉTODO DEL CASO EN UN CONTEXTO DOCENTE TRADICIONAL: UN CASO PARTICULAR

**Aritza López de Guereño
Oskar Villarreal
Universidad del País Vasco
BILBAO, BIZKAIA, ESPAÑA**

El Espacio Europeo de Educación Superior (EEES) supone un nuevo marco en el que las universidades europeas y sus docentes *debemos* afrontar la adaptación a nuevos modelos de enseñanza-aprendizaje. Algunos docentes *queremos* aprovechar este nuevo contexto para abordar procesos de innovación docente activa como la utilización del caso docente. No obstante, se constata la influencia de las condiciones de aplicación en los resultados de aprendizaje. Cuando el contexto educativo no es del todo favorable, la cuestión de si *podemos* explotar las virtudes de una herramienta pedagógica como el caso docente es incierta. Este trabajo resume las evidencias obtenidas a partir de

un estudio de caso único basado en la experiencia de utilización de un caso docente en un contexto universitario tradicional.

LA ÉTICA EN EL SALÓN DE CLASES

Hugo Becquer Paz Quintero
Escuela Militar De Aviación Marco Fidel Suarez
CALI, VALLE DEL CAUCA, COLOMBIA

Uno de los factores que perfilan el comportamiento ético de las personas en la sociedad es el comportamiento ético que hayan tenido durante la etapa estudiantil. Por esta razón los cursos de ética deberían insistir en el respeto por los elementos de propiedad de los compañeros de clases.

El caso muestra una situación ocurrida con un Cadete en la Escuela Militar de Aviación Marco Fidel Suarez, en Cali, Valle del Cauca, Colombia. El cadete tomó un dispositivo USB del escritorio de un compañero de clases.

El caso describe el proceso seguido por el compañero de clases, quien encontró el dispositivo perdido, cómo un amigo lo ayudó a identificarlo, debido a que el cadete había cambiado el formato del dispositivo. El caso muestra también el contexto del cadete, dónde había estudiado, dónde vivía, quienes eran sus padres, entre otros aspectos.

Este caso podría ser usado en cursos de Ética de diferentes contextos de aprendizaje, para contribuir en la formación de valores y comportamientos éticos en los futuros dirigentes de la sociedad.

Session 16

CROSS-CULTURAL CASE STUDY CONVERSATION: WHEN PLAGIARISM MIGHT NOT BE PLAGIARISM

Patricia Brock
Walden University
SOMERVILLE, NEW JERSEY, U.S.A.

Without a doubt: "...culture impact[s] our educational lives and decision-making. So, our role as professionals and professors is to be alert for and develop an understanding of possible student perspectives. It is imperative that we make clear to all of our students the academic policies of our colleges and universities – our academic cultural communities -- plus the serious ramifications if students are accused and proved of committing plagiarism. And, in turn, we must follow the rules of academic integrity ourselves in all of our writings and presentations". In a paper that I recently presented at the Hawaii International Conference on Education (4 January 2011), I discussed in detail the impact culture has on student understanding of academic integrity and plagiarism.

The purpose of this WACRA presentation is to focus on the various dimensions of "cultural rationale" plus the competing Maslow's Theory of Moral Development and the influences of Intrinsic v. Extrinsic Motivation regarding why plagiarism may not be plagiarism in other cultures than our own. A discussion will ensue to address how this information impacts us in our professional decisions as educators. The newly-developed WCS Approach will be used as a framework to analyze the case study presented.

RUNNING HEAD: PLAGIARISM IN HIGHER EDUCATION: TIPS AND RECOMMENDATIONS FOR ITS PREVENTION

**Lucia Buttarò
Adelphi University
GARDEN CITY, NEW YORK, U.S.A.**

This study explores the scope and nature of plagiarism by students at a large suburban university in order to determine how past institutional efforts to curb plagiarism are faring (e.g. implementation of an academic misconduct policy and plagiarism detection software), and the extent of the problem currently taking place. The researcher's goal was to get students to seek, update and use research and theories by targeting a gap in the current knowledge on a specific topic and lead to new pertinent questions. This means that students spent time in the library where they received training on how to do research, how to write a paper and use the APA (American Psychological Association) format. The researcher learned that the vast majority of students at this institution lacked the skills necessary for writing papers. Many students felt that it was acceptable to just cut and paste or were not aware of how to give credit where credit was due. Another goal was to seek input and learn from perspectives of others to challenge and revisit the students' own perspective, to promote their own perspective and belief while approaching those of others. The students' work should reflect a careful integration of their own experience, grounded understanding, varied evidence and informed research. They should be able to use multiple and different data sources to surface problems and issues or to test assumptions and inferences related to learning. Many students were not aware of the fact the Wikipedia may have information that is not always accurate or true. They took this site as "gospel"; after all, if it can be downloaded, then it must be true. All of this leads to commitment to understanding and intellectual perseverance. When individuals demonstrate a readiness with respect to commitment to understanding, they articulate and pursue questions about their practice in general or about specific issues related to teaching and learning and read relevant material to increase their own learning. They may review their own work individually or with colleagues in order to ascertain their needs and allow others' perspectives to influence them, especially in situations where values come into question. Table one and two below demonstrate rubrics that were created to help students see where they are, where they want to be and how to best do it reach their goals.

COLLABORATION CHALLENGES ACROSS CONTINENTS & CULTURES: INTERNATIONAL CASE STUDIES OF DYSLEXIA RESEARCH PROJECT

**Peggy Anderson
Metro State College of Denver
CENTENNIAL, COLORADO, U.S.A.
Regine Meier-Hedde
Dyslexia Therapy
HAMBURG, GERMANY**

This presentation will describe the collaboration challenges of a three-year research project that investigated case studies of dyslexia across six continents and 17 countries. The objective will be to explain these hurdles in reference to cultural and linguistic variables that influenced (1) the study design and protocols, (2) the collaborative process and (3) the development of individual case analyses.

PRIMEROS PASOS DE LA MARCA PAÍS: “COLOMBIA ES PASIÓN”

**Eduardo Rosker
Lina Echeverri
CESA – Colegio de Estudios Superiores de Administración
BOGOTA, COLOMBIA**

De todas las formas y modelos de organizaciones que existen en el mundo, un país es el más complejo de todas las modalidades. Gran parte de las naciones en el mundo, tienen problemas de imagen pero no saben cómo abordar y atacar adecuadamente esta problemática. La imagen de un país refleja el prestigio de su población, de sus empresas y de sus atributos naturales. El propósito de este trabajo es presentar los primeros pasos en el proceso de construcción de la marca país *Colombia es Pasión*. De acuerdo con lo anterior, la experiencia de Colombia en términos de construcción de marca aún es muy corta, sin embargo el marco histórico de esta experiencia y los resultados que se han obtenido hasta la fecha se han convertido en objeto de estudio.

EL “METODO DE CASOS” Y LA EXPERIENCIA DEL ALUMNO- PROFESOR EN LA ASIGNATURA FRANCÉS PARA ASIMILAR LA MULTICULTURALIDAD

**Tatiano Enache de Ioan
Universidad Metropolitana
GUARENAS, CARACAS, VENEZUELA**

Objetivo General: Asimilar la Multiculturalidad en la asignatura Francés a través del método de casos.

Objetivos Específicos:

- Mejorar el aprendizaje del idioma francés
- Conocer elementos de la Multiculturalidad a través del estudio de casos de 6 países francófonos
- Realizar una feria Multicultural francófona

EL USO DE CASOS PARA MEDIR LA CAPACIDAD EXPORTADORA DE LAS EMPRESAS

**Dan Stefan Ioan
Universidad Metropolitana de Caracas
GUARENAS, MIRANDA, VENEZUELA**

El trabajo, analiza las bases teóricas del proceso de internacionalización de la empresa, destacando los recursos que son determinantes para el éxito en los mercados externos. Partiendo de estas premisas, en base a un estudio de 20 casos de empresas exportadoras con diferentes grados de éxito y a un estudio anterior sobre una muestra de 26 empresas exportadoras, se elaboró una matriz de medición de la capacidad exportadora de la empresa. Se tomaron en consideración las siguientes capacidades con sus respectivas variables: capacidad del producto, capacidad productiva de la empresa, capacidad comercial y capacidad gerencial. La matriz resultante del estudio, determina si una empresa es apta para abordar o no los mercados internacionales.

Session 18

CLOSING SESSION

Dr. Hans E. Klein, President & Executive Director, ACT-WACRA[®], Needham (Boston), U.S.A.

Conference Adjourns