

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

**WACRA 2005**

**at  
Mendel University  
BRNO, CZECH REPUBLIC  
July 3 - 6, 2005**

**Session 1**

**STANDARD SETTING  
COMMITTEE MEETING**  
(to be held at Continental Hotel)

**Session 2**

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

**Session 3**

**CASE WRITERS COLLOQUIUM**

**James W. Camerius  
Northern Michigan University  
MARQUETTE, MICHIGAN, U.S.A.**

WACRA offers workshops specially designed to assist you in learning how to write cases and/or improve your cases. Even if you do not submit a case you are welcome to participate and gain valuable insight into the case research-writing-publishing process.

Cases, including teaching notes (TN) are submitted to the Colloquium Director for a double blind peer review for acceptance. Accepted cases are sent in advance to a panel of expert case writers, case book authors, and all other participants who signed up for the colloquium. Each case is discussed by the panel and other participants. You will see the case editing and improvement process developed and you will assist in perfecting the refereed cases presented. The format is interactive and lively; everyone's contribution is welcome and solicited, regardless of previous experience. This year, cases are solicited from all business disciplines, education, medical education, law, social work and other disciplines which use case discussion.

Both novice and experienced case writers can benefit from the colloquium. Case presenters, panelists from the workshop, and all other participants are organized into roundtables for (free-form) discussion of various cases presented at each table. Following are the cases to be discussed:

## **CRITERION**

**Stephen Bowden  
University of Waikato  
HAMILTON, NEW ZEALAND**

This case describes the situation facing Criterion in 2004. Wally and Curly Smaill, company founders, together with CEO Laurie Margrain were trying to position Criterion for the future. As a manufacturer of wooden panels – used primarily in ready-to-assemble furniture – there were almost limitless possibilities for growth. Resources, however, were not limitless.

The case was developed for a case competition used within an undergraduate course. It is designed to be broad enough to provide a full strategic analysis of both the internal resources and capabilities as well as the external environment. That analysis is designed to aid questions of where the company needs to go in the future to maintain growth. The case is suitable for use in undergraduate, MBA and executive level courses on strategic management, international business or entrepreneurship.

## **MICRO BREWERY “LA MINERVA”**

**Tjeerd Boonman  
Instituto Tecnológico de Estudios Superiores de Monterrey, Guadalajara  
JALISCO, MEXICO**

Jesus Brideno and Alejandro Orozco were the main owners of Tierra de Malta, a restaurant with a micro-brewery in Guadalajara, Mexico. The business had had great success since the start, and the sales of the beer were above the expectations and Jesus and Alejandro saw potential to commercialize the beer, but with the existing machinery this was not possible.

Jesus Briseno searched and found a secondhand brewery for sale in Philadelphia, USA. The capacity was much higher than they had thought, but the price seemed very attractive. At the beginning of December 2003 Jesus and Alejandro took a trip to go see it.

They had just returned from their trip and wanted to present the project to the other shareholders before Christmas. They felt urged to take a decision soon because the steel price was on the rise and another buyer could buy the equipment first.

## **FINANCIAL PLANNING FOR HIGHER EDUCATION AND RETIREMENT: THE JOHN LOPEZ’S CASE (PART II)**

**Chan H. Lee  
Minnesota State University, Mankato  
MANKATO, MINNESOTA, U.S.A.**

This case (Part II) presented the financial position of a young couple residing in the United States – John (39) and Alicia (34) Lopez who had been married for eight years and had a daughter – Megan (4). They wanted to send their daughter to a private college where she would receive a quality education. The Lopez had been anxious to learn more about feasibility of financing their daughter’s college education and having secured retirements.

Alicia graduated with B.A. degree in Spanish and later obtained her master’s degree in the same field and had been working as a teacher. John had been working for a construction firm and later changed his job to a heating-air conditioning.

This case analysis assessed the financial feasibility of college education, savings for retirement. Students were expected to learn the financial planning process concerning savings required or higher education and other means for funding and retirement in great detail.

## **THE PORT OF BALTIMORE; STAKEHOLDER MANAGEMENT AND SECURITY**

**Douglas M. Sanford, Jr.  
Towson University  
TOWSON, MARYLAND, U.S.A.**

The Port of Baltimore administration must balance many stakeholder interests to carry out its mission. Of current concern is the necessity of ensuring national security. Management faces economic, social and political challenges simultaneously, and must manage numerous stakeholders.

The case provides information on the strategic management challenges facing the Port of Baltimore (POB). Of primary importance is POB's role as an economic engine that drives Maryland's economy. A potential threat to this role is security, ensuring that weapons or mass destruction (WMD) and other prohibited materials do not enter the USA. Other powerful stakeholders are the Maryland legislature, steamship lines, environmental groups, and unions. POB competes with other Eastern seaboard ports, and the case discusses the nature of various ports' competitive advantages.

## **KNOWLEDGE MANAGEMENT AND SPORT MANAGEMENT TWO CASES OF SUCCESS: REAL MADRID VS. MANCHESTER UTD**

**Ricardo Hernandez  
University of Extremadura  
CACERES, SPAIN**

There are two leaders in the field of competition that can each be considered a model for designing and implementing different corporate and business strategies. Keeping in mind that they are two of the most worldwide sports institutions, and the references to the level of exploitation of their own brand name, certain aspects of their strategies can be applied to the business world to achieve more efficient and successful organization.

## **M. F., ATTORNEY AT LAW**

**Joan Winn  
University of Denver  
DENVER, COLORADO, U.S.A.**

"The law is changing all the time," explained M. F. from her spacious office overlooking Karlovo namesti in Prague. "Being a lawyer is a challenge, but it's also an exciting line of work and rewarding when you know you are helping someone who is in a difficult situation."

M. F. moved to Prague from Teplice in 1989 and graduated with a JUDr. And Ph.D. from Charles University in 2001. During her studies, M. F. worked as a secretary for Professor C., who had a law firm in addition to his teaching position at Charles University in Prague. After finishing her degree, M. F. taught classes in Czech and European constitutional law and human rights at West Bohemian University in Pilsen, and continued to teach part time at Charles University in Prague after her son was born. She was active in the Czech Bar Association, joining the all-male board of directors in 2002.

"I became a lawyer because I enjoy helping people," M. F. explained. "I didn't become a lawyer for the money, but I also knew that I didn't want to be dependent. It's a delicate balance."

## **ENFI TEXTILES**

**Joan Winn  
University of Denver  
DENVER, COLORADO, U.S.A.**

“You need nerves of steel to run a business today,” said Jitka Entlichova, CEO and founder of EnFi, a manufacturing company of bedding, bath and table linens in the Czech Republic. “New competition comes in every day and undercuts us in price, so we have to keep on our toes and find market niches that they can’t serve.” Despite the fact that the company had been profitable since its inception twelve years ago, she knew that she needed to make further changes if the company was to survive and prosper in an increasingly competitive market.

Founded by Jitka Entlichova and her husband Milan Fiedler in 1992, EnFi had grown from a three-person sewing room to a specialty production facility with 20 employees in 2004. Careful attention to efficiency and quality has resulted in increased sales and profit margins. But with the Czech Republic’s entry into the European Union in May 2004, foreign competition and government regulations were having an adverse impact on the company’s ability to compete.

“The market is cruel,” Jitka sighed. “Seventy percent of our first customers have gone bankrupt. Hypermarkets like Tesco, Carrefour, and Makro have come in with big selections of low-priced goods. We’re trying to find our niche in the market by moving away from standard products to specialty lines.” With revenues in 2004 approaching 40 million CZK, Jitka was optimistic about the future. She had plans for growth, yet she knew that growth was only advisable if accompanied by increases in profitability. She was pleased with the gains in productivity she had achieved, and took satisfaction at EnFi’s growing customer base. But she knew that she would have to think carefully about her plan for the future in order for her company to survive in the current economic climate.

## **CAN BOLIVIA ACHIEVE ITS SUSTAINABLE TOURISM PLAN**

**Matt Casado  
Northern Arizona University  
FLAGSTAFF, ARIZONA, U.S.A.**

This case study is aimed at providing the tourism academic community and students with research information on the five-year tourism plan proposed by the government of Bolivia or its analysis and critique. The article describes Bolivia’s five-year plan proposed by the government to improve the effect of tourism on the country’s economy and asks students to critique the plan following the theories of C. A. Gunn and V. T. V. Middleton and R. Hawkins.

## **BURGAN BANK**

**C. P. Rao  
Kuwait University  
SAFAT, KUWAIT**

In June, 2004 the Chief Operation Officer (CEO) of the Burgan Bank, Kuwait convened a meeting of the Strategic Planning Committee of the Bank consisting of the various divisional managers. The CEO opened the meeting by emphasizing the fast changing banking environment in the country and hence, the need to develop a strategic posture and thrust of the Bank for the next five years. He pointed to two major

developments, which are expected to intensify the competitive environment for the banking sector in the country. One is the impending implementation of the World Trade Organization (WTO) regime beginning in 2005, which is expected to attract foreign banks to start operations and intensify competition environment for the existing commercial banks. Second, the Gulf Cooperation Council (GCC), the regional organization of the Gulf States, is moving fast to greater economic integration of the region. This in turn is expected to increase competitive pressures from the banks from other Gulf countries. These two key developments along with the spread of internet banking which enabled bank customers to utilize banking facilities and other related services with any commercial bank or financial institutions in the world. These trends, the CEO emphasized, calls for careful reevaluation of the Bank's overall strategic posture and formulate a new strategy to combat the expected intensification of competition in the next few years. Following these initial comments by the CEO, there was considerable discussion as to the course of strategic action the Bank should adopt for its successful operations in future. After considerable discussion and deliberation by the Committee, three strategic approaches are considered as alternative courses of action. These are: 1. to continue the current strategy of the Bank with customer centered practices and continuous improvement of product offerings and operational efficiency; 2. to merge with another local bank to gain advantages of scope and scale of a universal banking institution; and 3. to develop a strategic alliance with a foreign bank with extensive global banking experience. The CEO was expected to submit a strategic plan to the Board of Directors of the Bank covering the period of 2005-2010. The CEO of the Bank is wondering which will be the more suitable strategic posture to adopt to continue successful operations over the next five-year period.

#### Session 4

## **TEACHING, CULTURE AND DIVERSITY**

### **Twelfth Cross National Teaching Forum**

**Amelia Klein  
Wheelock College  
BOSTON, MASSACHUSETTS, U.S.A.**

As part of the WACRA® Interactive Case Sessions - panel sessions will be held to discuss issues pertaining to teaching across cultures. There will be panels representing different regions of the world. If you have had experience teaching or training in another part of the world, you may want to join one of our panels. If you think you might be or would like to teach in another part of the world, you may want to meet others who have done so. We promise a lively presentation and discussion. The topics selected for discussion are:

- Adapting the Case Method to Different Cultures
- Evaluating Student Performance
- Cross Cultural Differences in Developing Collaborative Teaching Strategies

#### Participants:

Armand Bajard, University Montesquieu Bordeaux IV/Bordeaux Business School, BORDEAUX, FRANCE

Ana Gil-García, Joaquín Villegas, Northeastern Illinois University, CHICAGO, ILLINOIS, U.S.A

Dr. Elizabeth Hawthorne, Richard J. Daley College, CHICAGO, ILLINOIS, U.S.A.

Dr. Gloria Johannessen, California State University–Pomona, POMONA, CALIFORNIA, U.S.A.

Dr. Pierre Mora, Bordeaux Ecole de Management, TALENCE, FRANCE

Dr. Al Rosenbloom, Dominican University, RIVER FOREST, ILLINOIS, U.S.A.

Dr. Eduardo Rosker, UCES Universidad Ciencias Empresariales y Sociales, BUENOS AIRES, ARGENTINA

Christine Sudzina, Millburn Middle School, MILLBURN, NEW JERSEY, U.S.A.

Dr. Pavel Zufan, Mendel University, BRNO, CZECH REPUBLIC

Session 5

**OPENING PLENARY SESSION**

**"WELCOME"**

Dr. Pavel Zufan, Mendel University, BRNO, CZECH REPUBLIC  
Dr. Hans E. Klein, Executive Director, ACT-WACRA®, NEEDHAM (BOSTON), U.S.A.  
Vice Rector Prof. Ing. Jana Stavkova, CSc, Mendel University, BRNO, CZECH REPUBLIC

**“A BRITISH CZECH EXPERIENCE”**

Dr. Ian Patrick Cowley, Mendel University, Brno, Czech Republic

*(Abstract unavailable at time of printing)*

Session 6

**EXPLORING THE EDUCATIONAL INTERFACE  
BETWEEN INDUSTRY AND ACA**

**Carl-Johan Asplund  
Lars Bengtsson  
Lund Institute of Technology – Lund University  
LUND, SWEDEN**

While the case method using existing cases in teaching is relatively well researched and documented the use of case writing in undergraduate and graduate education has received relatively limited attention. Especially research seems to be lacking concerning the interaction between industry and academy and the experiences and outcomes in case writing projects in university education. The purpose of this paper is two-fold. Firstly, to present findings for working and co-operating with companies on case writing in an advanced course on Technology Strategy for engineering students at Lund Institute on Technology at Lund University, Sweden. Secondly to present a framework for effective teaching and use of case writing projects in university education in order to provide relevant learning experiences for both students in academia and managers in industry.

**THE INTERPLAY OF CASE STUDY AND GROUNDED-  
THEORY RESEARCH METHODS IN EXPLAINING  
FOREIGN-MARKET EXPANSION**

**Zsuzsanna Vincze  
Pan-European Institute  
TURKU, FINLAND**

The particular concern, presented here, was in applying the grounded-theory (GT) research strategy to the phenomena of foreign-market expansion (FME) in emerging markets. Inherent in the GT methodology is a strong intellectual rationale for using qualitative research to develop theoretical understanding. In this respect, the paper is also an outline of the relevance and suitability of the approach to the purpose of theory development based on case studies. One may say that the relationship between grounded theory and case studies is already well established in the literature on qualitative methodology.

In spite of this, the approach has not been utilized to the full or has not progressed enough to pass the descriptive stage of analysis in internationalization process research.

#### Session 7

## **HARNESSING MULTIMEDIA AND INTERACTIVE-ASSESSMENT TECHNOLOGIES TO PROMOTE AND EVALUATE COGNITIVE PROGRESSION AND CRITICAL THINKING IN THE CLASSROOM**

**Lynda S. Hodgson**  
**Virginia Commonwealth University**  
**RICHMOND, VIRGINIA, U.S.A.**  
**David W. LaRue, Ph.D.**  
**University of Virginia**  
**CHARLOTTESVILLE, VIRGINIA, U.S.A.**

Bloom's Taxonomy of Cognitive Development provides a model of learning that offers an approach for designing and implementing student-centered classroom experiences that promotes critical thinking and constructivist approaches to learning. The Taxonomy suggests a hierarchical classification of intellectual behaviors that individually and collectively encompass the intended outcomes of the educational process. In this paper, the authors explain how multimedia and interactive-assessment technologies can be combined with other pedagogical techniques, such as "storytelling," to create a rich and engaging learning environment that promotes cognitive progression. To assist educators in visualizing how the ideas and suggestions discussed in this paper might be adapted to their own subject matter, the authors have recorded an interactive class session in which they have used these technologies to assist students in understanding, applying, and evaluating competing theories of international trade.

## **TWENTY STRATEGIES FOR FACILITATING CASE DISCUSSIONS AND ENGAGING STUDENTS**

**Mary R. Sudzina**  
**University of Dayton**  
**DAYTON, OHIO, U.S.A.**

There is no one "right way" to teach with case studies. There are, however, a variety of interactive case study strategies that have been applied effectively across content areas and disciplines. Highlights include: the introduction of a proven 5-step process for case analysis; 20 techniques for facilitating case discussions and engaging students; and, a video of a case discussion in action, in which those 20 techniques are modeled and demonstrated.

## Session 8

### **INFORMED CONSENT IN RESEARCH FOR DEVELOPING CASE STUDIES**

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

The informed consent of human subjects is a fundamental principle of research ethics. Informed consent is a core principle in international codes of research ethics, as well as in discipline-specific guides to the ethical conduct of research. Scholars developing case reports or case studies need to be aware of the considerations that are involved in assuring that the principle of informed consent is honored. This paper describes basic issues involved in the application of the principle of informed consent, with particular attention to those considerations that apply in the development of case reports or case studies.

### **UNDERGRADUATE NURSING RESEARCH AND THE WEB – AN INTERACTION EFFECT**

**Marlene M. Rosenkoetter  
Judith Salzer  
Medical College of Georgia  
John L. Rosenkoetter  
East Central Regional Hospital/Augusta  
AUGUSTA, GEORGIA, U.S.A.**

Electronic technology and technology mediated education (TME) have collectively become the quintessential monad of modern academe –both in the United States and across the globe. With this proclivity for educational “progress”, education has become both transnational and transactional. Students enroll in courses with students from around the world; scientists readily share their knowledge and research with colleagues in other countries; health care experts provide consultations and treat patients through distance technology; and ordinary citizens have access to a myriad of information on the Internet. The impact of this new technology is particularly evident in health care where students must not only become proficient with the methodologies in their courses, but must actually use many of them in their professional practices. This challenges the traditional infrastructure and modalities of education. Nursing research and technology mediated education seem to interact quite effectively with one another. The question remaining is whether this interaction will continue over time and whether students of this process will become practicing nurses who can effectively utilize nursing research. Changes founded on technology are inevitable, but the outcomes will determine whether the changes were based on experience and wisdom, or the need to be electronically fashionable. Someday, our students will tell us.

## Session 9

### **OCEANA UNIVERSITY: RECRUITING INTERNATIONAL STUDENTS**

**Charles H. Patti  
Queensland University of Technology  
BRISBANE, QUEENSLAND, AUSTRALIA**

Oceana University (OU) is a large, public-supported university in the Asia-Pacific region. Like most universities in the region, nearly twenty-five percent of OU's enrollment is comprised of international students. The recruitment and retention of international students has become a major challenge for most universities, requiring increased investments in marketing and staff. This case describes the international student recruitment challenges for OU, including how to understand the buying/adoption process; the proper level of investment in marketing communication; the most effective marketing communication messages; and how to measure the success of marketing communication in the various stages of international students' decision phases.

## **CASE STUDY: WAGE-PAYMENT SYSTEM IN A FOREST ENTERPRISE**

**Stanislava Lišková, Pavel Tomšík, Jolana Havlová  
Mendel University of Agriculture and Forestry  
BRNO, CZECH REPUBLIC**

This paper is considered to be assignment of a case study that will be used at seminars in the subject Human Resource Management at the Faculty of Business and Economy of the Mendel university of Agriculture and Forestry in Brno. The case study had been created in the framework of a grant from the Development Fund of Universities allocated by the Ministry of Education (G5 1293), and it is a partial result. The case study describes a current wage-payment plan in a concrete forest enterprise, and it is focused particularly on wage classes, wage tariffs and problems connected with its obsolescence. The teaching task is to enable students to analyse a real wage-payment plan, to consider its quality and to suggest improvement of the current system, or suggest a new scale of monthly wage tariffs, according to the latest experience in the field of human resource management and remuneration.

### **Session 10**

## **MARIE-LOUISE ROY: IN TUNE WITH THE INNER SELF**

**Joëlle Piffault  
Louis Jacques Fillion  
HEC MONTRÉAL  
MONTRÉAL, QUÉBEC, CANADA**

This case tells of the many journeys of Marie-Louise Roy to find her inner self as a professional and a human being. Ever since childhood, Marie-Louise Roy has been known for her energy and creativity. Over the years, she learned how to channel her energy by attending rebirthing workshops, and she also researched her family tree, not to find out who her ancestors were but to uncover what she describes as the "family secrets" and understand who she "really is". As a student she expressed her creativity through dressmaking, but it was to architecture, her longstanding passion, that she was drawn when selecting a career. After graduating, she worked for some well-known architectural firms, but although the projects she was given were interesting, she found the workplace mentality difficult to cope with in what is essentially a male-dominated profession. Weary of some of the attitudes she encountered, she became self-employed and launched her own practice based on an unusual combination of architecture, town planning, environment and development. Alongside this, she decided to make use of her years of psycho-corporal therapeutic training and began to offer workshops where participants could go to learn about their inner selves. Over the years, Marie-Louise has been able to combine her creativity, spirituality and professional expertise. She is a published writer (*Paroles Angéliques*) and an accomplished musician with several CDs to her name.

# **MARKETING TRUJILLANO (PERU): STRATEGIC SOLUTIONS**

**Jaime Zárate**  
**Universidad Privada Del Norte**  
**TRUJILLO, PERÚ**  
**Ramón Ariel Quesada García**  
**Instituto Superior Politécnico “José A. Echeverría”**  
**LA HABANA, CUBA.**

The book titled, “Marketing Trujillano” and published by the Universidad Privada del Norte, offers 14 marketing cases which describe marketing activities of local companies in Trujillo, Peru.

Each case illustrates a different kind of problematic, i.e. marketing strategies, competitive strength analysis, and so on.

In order to facilitate the acquisition of knowledge, cases were conceived around various characteristics to generate potential solutions. An overview of one teaching note (Embutidos Racso-Nestor) presents some interesting results on students’ participation.

## **Session 11**

### **CASE WRITING PROCESS, LESSONS LEARNED**

**Florina Guadalupe Arredondo Trapero**  
**Tecnológico de Monterrey**  
**NUEVO LEON MÉXICO**

This article presents an analysis of the experience gained in the facilitating of the in-house case writing workshops. The purpose has been to detect the main difficulties that professors face when participating in these workshops and to anticipate problems. There is also a chance to make the writing cases a more efficient process for next workshops. This analysis has been made considering two main sources: the discussion and evaluation of process by the instructors who facilitate these workshops and the contextual analysis of the documents that contain the opening paragraphs of some of the cases written by the professors.

### **DESIGNING MULTIDISCIPLINE CASES**

**Carl Johan M. Asplund**  
**Lund Institute of Technology-Lund University**  
**LUND, SWEDEN**  
**Paula F. Jordan**  
**National-Louis University**  
**TAMPA, FLORIDA, U.S.A.**

By developing one overall multidiscipline case for a course or several courses in an academic program, different learning challenges from multiple disciplines can be addressed in order to enhance the total learning goal. To achieve a learning goal, a generic case could be designed to bridge together the different disciplines in a systematic way. The important challenge is to design the case, which in its content as well as format addresses the goals of the course and eventually also the objectives of the program as a whole. This paper addresses how to design such an overall multidiscipline case. Six design dimensions are identified to use when designing, producing, testing, and using a case of any type. The design is seen as an overall learning experience, which simultaneously encompasses three aspects. First, the learning experience must start with an understanding of student knowledge levels of the different disciplines. Second, the faculty of the disciplines must articulate what kind of learning goals they

would like to achieve with the different courses. Third, the case should address the objective(s) of the course both in its content and working (i.e. pedagogical) formats. Only when the three areas of student learning, faculty learning, and subject are intertwined together will the best learning arena be created. A generic case could be a valuable tool in supporting more holistic and reflective learning.

## **APPLICATION OF WRITTEN CASES IN MBA PROGRAM AT THE FACULTY OF ECONOMICS OF VSB-TU OSTRAVA**

**Iva Kirovová  
VŠB-Technical University Ostrava  
OSTRAVA, CZECH REPUBLIC**

The author presents experiences with the application of written case methodology in an MBA program. This article introduces the historical context of MBA programs in the Czech Republic. Written cases are applied in the module managing people (as a part of the module and as a pre-seen case exam). The author refers to her experiences and differences between the British and the Czech educational environment.

**Session 12**

## **IMPLEMENTATION OF THE CASE METHOD AT THE UNDERGRADUATE LEVEL: A STUDY ELABORATED BY TECNOLÓGICO DE MONTERREY, CAMPUS GUADALAJARA**

**Jorge Alfonso González González  
ITESM Campus Guadalajara  
JALISCO, MÉXICO**

Since 1996, Campus Guadalajara started to make a big effort to implement the case method as a teaching technique, but it wasn't until August of 2004 that different actions allowed the systematic production and use of cases written by professors of this Campus.

The study describes three big processes taken into action to begin the adequate model for the Institute. The first one shows the learning experience and adaptation of different technologies used by different universities (Harvard and Western Ontario) and the training plan for professors in a reformulated model. The second process it's related with the strategy of writing a significant amount of cases, the definition of minimal contents and the orientation of these. The third process it's oriented to two big projects: The commercial distribution of the cases and the management of academic implications for professors and students.

Finally, it's shown a preliminary report from results based on four years of activities promoting the technique in an intensive way, and a vision of the academic and management implications for the future.

## **THE NATIONAL-LOUIS UNIVERSITY EXPERIENCE REVISITED AGAIN – REVISION OF THE MBA PROGRAM**

**Edward G. Weiss  
Doug Schreder  
National-Louis University  
CHICAGO, ILLINOIS, U.S.A.**

This paper is the 5<sup>th</sup> in a series of WACRA presentations, dating back to the Tenth Annual WACRA Conference (Bratislava, Slovakia, 1993) on the processes & experiences by which the faculty of National-Louis University: (1) revised their undergraduate degree completion program in management; (2) developed & revised their MBA; (3) developed a web-support (hybrid) for both programs; & (4) developed a complete on-line offering for both programs. This presentation will focus mostly on the latest revision of the web-supported & on-line MBA. This presentation, as have the previous 4, will focus on the successes and failures of the design, structuring & restructuring, particularly those which have largely followed WACRA methodology.

## **LAUNCHING EXPERIENTIAL LEARNING AND CASE METHOD APPROACHES IN CZECH BUSINESS CLASSES**

**Eva Jarošova, Martin Lukeš**  
**University of Economics, Prague,**  
**PRAGUE, CZECH REPUBLIC**  
**Joan Winn**  
**University of Denver**  
**DENVER, COLORADO, U.S.A.**

This paper relates the experiences of two teachers at the University of Economics, Prague, who have used interactive teaching approaches with their university classes, and provides a set of recommendations for those who wish to try innovative teaching methods with unfamiliar audiences. We will (1) outline the difficulties that Czech professors perceive in trying interactive (experiential and case method) instruction, (2) describe methods for achieving student involvement and enthusiasm for participative learning in two courses, and (3) present a set of guidelines for introducing interactive teaching methods for maximum success.

**Session 13**

## **VINICULTURE, WINE PRODUCTION AND WINE CONSUMPTION IN THE CZECH REPUBLIC**

**Helena Chládková, Pavel Tomšík**  
**Mendel University of Agriculture and Forestry**  
**BRNO, CZECH REPUBLIC**

This paper describes a part of case study what is used in a teaching at the seminars of Management at FBE MUAF in Brno. About 400 students of the second year of the full time study have solved SWOT analysis every year. And this part of the case helps them to identify factors of external environment. The paper is a part of a more extensive project of Ministry of Agriculture NAZV (QF 3276) being solved at the Department of management, FBE MUAF in Brno.

# **FROM A DETERMINIST TO A CONTINGENT APPROACH TO THE DIVERSIFICATION/PERFORMANCE LINKAGE: EFFECTS ON THE CONTENTS VALIDITY OF TRADITIONAL RELATED DIVERSIFICATION INDICATORS**

**Samia Belaounia  
Rouen Graduate Business School  
MONT SAINT AIGNAN, FRANCE**

Rumelt's postulate that related diversification outperforms the unrelated variant has been contradicted by host of empirical studies. We prefer a contingent approach that stresses the administrative costs of both of these diversification strategies. Related diversification generates the highest synergies but also the greatest costs. Its indeterminate impact on performance is therefore undetermined. This raises questions about the use of traditional diversification indicators.

## **PROMOTING FORMATIVE INTERACTION IN THE CLASSROOM THROUGH MID-TERM EVALUATIONS: THE UNIVERSITY OF GEORGIA EXPERIENCE**

**Josef M. Broder  
University of Georgia  
ATHENS, GEORGIA, U.S.A.**

Research universities have come under increased public scrutiny to provide quality undergraduate instruction. In response to this scrutiny, these universities are seeking ways to create better teaching/learning environments for their students. Central to this process is the extent to which faculty and students interact on the quality of instruction. At many institutions, student assessments of teachers and courses are based on end-of-term evaluations. These tend to be summative in nature and are used largely for administrative purposes. The value of using summative evaluations alone to improve the teaching/learning environment is suspect. More information about the teaching/learning process can be obtained through formative mid-term evaluations, which provide useful feedback to the instructor at a time when improvements can be made. Rather than ask students to rate the quality of instruction, mid-term evaluations ask for feedback on how the class can be improved. With this in mind, the University of Georgia is conducting a feasibility project to implement a mid-term evaluation process campus-wide. At the invitation of the University's Student Government Association, the College of Agricultural and Environmental Sciences conducted a pilot mid-term evaluation, Fall Semester 2004. Student and faculty are now being surveyed as to how the mid-term evaluation was received and its impact on the quality of instruction. The pilot mid-term evaluation will be repeated Spring Semester 2005 and a follow-up survey conducted. The results of these two trials will be used to assess the merits of a campus-wide mid-term evaluation process and strategies for implementation. Results of these pilot surveys and their implications for the teaching evaluation process will be presented at the WACRA Conference.

## **LILIANE BRUNEAU: BUSINESS VENTURES, CREATIVITY, AND A PASSION FOR FASHION AND GOOD CAUSES**

**Joëlle Piffault  
Réal Labelle  
Taïeb Hafsi**

**École des Hautes Études Commerciales (HEC)  
MONTRÉAL, QUEBEC, CANADA**

This case describes the life and accomplishments of Liliane Bruneau and the different paths she took to become a leader in her community. Aspects of her family and education show how, at a young age, she knew that she wanted to be her own boss. After settling in the Laurentians, a 100-km North of Montreal, she opens her first shop filled with women's accessories. The business grew steadily to become much more than a simple prêt-à-porter outlet: management skills, products, clients', suppliers' and banker's relationships are also addressed. Soon enough, she starts a side-career as a "happy beggar" for good causes: a description of one such event is provided to show how Liliane Bruneau involves friends, designers, community leaders, and artists. Creativity being part of her inner self, she is constantly reinventing her shop to become more than a prêt-à-porter boutique; it is also an art gallery and a concert hall.

## **THE MICHELIN CASE**

**Marie-Florence Lamy  
Groupe Esc Rouen  
MONT-SAINT-AIGNAN, FRANCE**

The MICHELIN case has been written to be used as a pedagogical tool for the International Business course of an MBA program. It has been designed to support the theoretical teaching of international strategy and marketing, and to be used as a transversal study case implying a background in finance and a good understanding of logistic. All aspects of international development from country risk, to entry modes branding and adaptation of mix can be illustrated using the case.

The Michelin case can also be used in continuous education to teach international strategy, and as a transversal case to decipher all aspects of strategy in worldwide groups. The Michelin group has been chosen because, as a worldwide industrial group it offers the possibility to focus on one aspect of management as well as the opportunity to study the strategy of a leader.

The large amount of data given or collected on the site, the obligation to encompass all aspects from sector characteristics, technology role till funding of the international investments, make of this case an efficient tool to train students to solve issues very similar to those encountered in real life business situations.

This case has been especially designed as interactive and very evolutive, and students must be helped to adopt a methodology to solve it. Due to the broad scope covered, the case can be used differently to be pedagogically adapted to the concerned audience.

## **MANAGEMENT CONTROL AND BOLDNESS: A CASE STUDY OF THE GLENBOW MUSEUM**

**Andrée Lafortune  
Jean-Guy Rousseau  
Francine Richer  
École des Hautes Études Commerciales (HEC)  
MONTRÉAL, QUEBEC, CANADA**

Glenbow Museum is confronted with a difficult situation: Canadian governments have strongly reduced their subsidies and market researches reveal a rather negative perception of the museum. Drastic measures are implemented: reduction of the staff, sale of a part of the collection and transformation in a non-for-profit private company. Case study presents a cultural organization that uses management control to fulfil its new role, being a public utility.

**Session 15**

## **AUTOMATING A SMALL BUSINESS FOR GROWTH AND DEVELOPMENT: A CASE STUDY IN PROGRESS**

**Darius A. Joseph  
Nova Southeastern University  
FORT MYERS, FLORIDA, U.S.A.**

Microsolutions Computers Services is a small Florida corporation whose future depends on their ability to adapt to the changing business climate. They must implement systems and processes that support their growth and development. MCS will implement a cutting edge, voice over IP telephone system and a customer relationship management application. The case will outline the justification process and the give detailed information about the Altigen VoIP PBX phone system and Microsoft CRM solutions chosen by MCS staff. The case will also ask the reader to discuss business concepts like strategy, competitive advantage and investment recovery period.

## **JOURNEY TO SMALL BUSINESS ENTREPRENEURSHIP: PERSONAL EXPERIENCES MAKE THE CASE**

**Matthias Eggertsson  
Nova Southeastern University  
POMPANO BEACH, FLORIDA, U.S.A.**

This case deals with a dilemma from a personal point-of-view which involves and poses several questions, i.e., if one should jump into small business entrepreneurship, and secondly if it should be done by purchasing an existing company or starting one from scratch. The objective of the case is to challenge students of International Marketing, and Small Business and Entrepreneurship Management to apply their decision, marketing, and management skills before replying to the questions that come up in this case. This will then allow them to see for themselves how to relate their education to a real-life situation which they might face later in life.

# **ORGANIZATIONAL ARCHITECTURE, MANAGERIAL ECONOMICS & THE NOT-FOR-PROFIT ORGANIZATION**

**Lora Byrne  
Lisa Hartemayer  
Morris Kletzel  
Mary Lou Mangan  
Natalie Moreau  
Eileen Romano  
Glenn Sullivan  
Kimberly Taaca  
Winston Trotter  
Joyce Weishaar  
Edward Weiss  
National-Louis University  
CHICAGO, ILLINOIS, U.S.A.**

Managerial economics, and the microeconomics principles upon which it is based, is almost exclusively thought to be the realm of business, the firm, the for-profit organization. The same goes for managerial economics' most modern iteration, organizational architecture. The not-for-profit organization, however, has just as much need for managerial economics & microeconomic principles, as well as for organizational architecture, as does the for-profit organization. Organizational Architecture is the current topic, which makes up much of the material in modern managerial economics courses. Basically, Organizational Architecture is the construction of the three components of modern management in organizations: (1) allocation of decision-making by the organizational designer; (2) remuneration rewards by human resources; & (3) the control (monitoring) function of management, all three as determined by marginal analysis. This presentation will look at organizational architecture in a particular not-for-profit organization, Children's Memorial Hospital, Chicago, IL. The design of this presentation will be (1) a description of the three components of organizational analysis; (2) a description of marginal analysis; (3) a description of some expected differences in the Organizational Architecture of a not-for-profit organization compared to that of a for-profit organization; (4) the Organizational Architecture in Children's Memorial Hospital; & (5) recommended changes in the Organizational Architecture in Children's Memorial Hospital.

**Session 16**

## **PLENARY SESSION**

### **“CENTRAL AND EASTERN EUROPEAN MANAGEMENT DEVELOPMENT ASSOCIATION (CEEMAN)”**

**Bernard Beatty  
Wake Forest University  
PINNACLE, NORTH CAROLINA, U.S.A.**

CEEMAN (Central and East European Management Development Association) is an international association established in 1993 with the goal of accelerating and improving management development in Central and Eastern Europe. It has 169 members from 39 countries in Europe, North America, Africa, and Asia. ([www.ceeman.org/activities/cases](http://www.ceeman.org/activities/cases))

With professional excellence as its aim, CEEMAN fosters the quality of management development and change processes through the development of educational, research, consulting, information, networking support, and other related services for management development institutions and corporations operating in countries in transition.

In 2005, CEEMAN will sponsor its 11<sup>th</sup> Annual Case Writing Competition. The best case study author will receive a monetary award. The CEEMAN Research Coordinator, Milenko Gudic, from Serbia, will oversee the process of publicizing and judging the contest.

While past competitions have been among faculty from member organizations, the possibility of student-written case competitions is being considered. In 2004, Bern Beatty, a WACRA member, visited various CEEMAN countries and worked with students who aspire to be case writers, using his experience as a major participant in the annual National Student Case Writing Competition at Wake Forest.

Milenko and Bern propose a “mentor” system, in which WACRA members will act as advisors to case-writing aspirants from CEEMAN. Bern will handle the matching process from among volunteers, take on administrative oversight, and provide examples based on the Wake Forest experience. Milenko and Bern will go over details of their proposed program at the WACRA Conference in Brno.

#### Session 17

### **PLENARY SESSION**

#### **“CASE WRITING: ALTERNATIVE PARADIGMS”**

**William Naumes  
University of New Hampshire  
DURHAM, NEW HAMPSHIRE, U.S.A.**

Case writing and usage has found its main base in business disciplines. The vast majority of cases are designed for use in these courses. There has been a long, if small history of case writing and use in other disciplines, however. Recent activities by both WACRA and NACRA have helped to strengthen the use of cases in these other areas.

We propose to develop a panel of experts in different disciplines who will examine the similarities and dissimilarities between the development and use of cases in their respective disciplines. The panel moderator will start with a discussion of the generic use of case studies for pedagogical purposes. He will then invite the panelists to present their views of the development and use of cases in their respective disciplines. These disciplines will include business, education, philosophy, sociology and behavioral sciences. The members of the panel include the following:

Panel: Margaret J. Naumes, University of New Hampshire, Durham, New Hampshire, U.S.A.  
Dr. Janice Nath, University of Houston, Houston, Texas, U.S.A.  
Dr. Al Rosenbloom, Dominican University, River Forest, Illinois, U.S.A.  
Dr. Anthony Sallustio, Pace University, New York, New York, U.S.A.

#### Session 18

### **USING MULTIPLE CASE METHOD APPROACHES IN A TAX RESEARCH COURSE**

**D. Larry Crumbley  
Nicholas Apostolou  
Louisiana State University  
BATON ROUGE, LOUISIANA, U.S.A.**

The paper will cover various case method approaches that may be used in a tax research course. The approaches are all examples of the scenario principle in teaching.

Typically, a 'scenario' imparts information through the activities of characters embroiled in a plot. Research has shown that application of the scenario principle has enhanced students' communication and interpersonal skills, creativity and performance. These improvements arise, because the students are engaged in reading about characters that interest them, discovering solutions to problems and applying textbook information in a real-world setting. Critical to the success of the scenario principle is stimulating the interest of the student. Students learn much more effectively when they are enjoying the process.

This article will relate the authors' experiences in using these scenarios principles in a master of taxation course:

1. Short mathematical cases.
2. Medium – sized tax cases.
3. Writing of short stories by students.
4. Reading a tax educational novel.
5. Role – playing by collaborating on a script, rehearsing, determining props, and filming a scenario on video.
6. Showing the videos in the classroom.

## **USING CASES IN A MIXED LEARNING ENVIRONMENT: MEETING THE CHALLENGES OF HIGHER EDUCATION REFORM**

**Maria van Dessel  
James Everett  
Queensland University of Technology  
BRISBANE, QUEENSLAND, AUSTRALIA**

This paper explains the context for the experimental pedagogy in a specific undergraduate course; the comparative benefits of using cases in a mixed learning environment (simultaneous large and small groups); and illustrates one significant way for universities to respond to the increasing demand for delivery efficiency while maintaining high quality learning outcomes. Thus, to achieve objectives of the subject tutorial classes expand on what is taught in the lectures and provide the necessary context to analyses cases in more detail. A small, qualitative study explored experiences of market research tutors with the use of case method teaching reported. Implications of the study for case teaching in higher education are identified.

**Session 19**

## **SOLUTION OF PROBLEM “HOW AND WHERE TO PRODUCE”**

**Renata Kučerová, Dagmar Kudová  
Mendel University of Agriculture and Forestry Brno  
BRNO, CZECH REPUBLIC**

The main project in seminars of the Operations Management at FBE MUAF in Brno is the case from the industry of production of feeding components for agriculture in the Czech Republic. In the winter semester of the academic year 2004/2005 the 275 students of 3<sup>rd</sup> and 5<sup>th</sup> year of full-time study of managerial-economic branch solved the problem of this case “how and where to produce”.

The paper describes solution of the case of students from different years of study and interesting differences in the approach of students from different years of study to the solution.

Conclusions of this paper bring useful recommendations for teachers towards increasing quality of educational process not only in the seminars of the subject Operations Management but also in other subjects at FBE MUAF in Brno.

The paper is a part of solution of the research plan of the FBE MUAF in Brno, No. GA MSM 6215648904.

## **USING THE CASE STUDY APPROACH IN A UNIVERSITY MULTICULTURAL CLASSROOM TO INFORM TEACHING/ LEARNING PRACTICES IN DEALING WITH DIVERSITY**

**Emiliano Gonzalez  
University of St. Thomas  
HOUSTON, TEXAS, U.S.A.**

An Interdisciplinary approach to using case studies covers disciplines such as Special Education, Early Childhood, Bilingual Education, Elementary, Middle and Secondary Education to name but a few. Prior to student teaching, students must be able to deal with not only diverse populations and their educational needs but learn how to deal with such types of students and their varying needs to better teach them; help English Language Learners acquire the sufficient language skills to succeed in all English classroom; learn the Developmentally Appropriateness Practices (DAP) for Early, Middle and High School students for an optimal education. The Interdisciplinary Approach to Using Case Studies allows students to explore these issues and much more to have some knowledge, understanding and intervention skills on how to better serve students they will be working with on a daily basis.

**Session 20**

## **STRATEGIC MANAGEMENT – AN ON-LINE COLLABORATION OF TWO CLASS GROUPS SEPARATED BY A SMALL POND AND SIX TIME ZONES**

**Carl Johan M. Asplund  
Lund Institute of Technology- Lund University  
LUND, SWEDEN  
Paula F. Jordan  
National-Louis University  
TAMPA, FLORIDA, U.S.A.**

Anyone who has taught a course in Strategic Management seemingly provides similar basic content to students including the infamous SWOT (strengths, weaknesses, opportunities and threat) analysis along with the identification of functional level, business level, and generic strategies to enhance an organization's competitiveness. One of the most common resources for this type of course is the article outlining a theoretical framework "How competitive forces shape strategy" by Michael Porter [Porter, 1979]. This paper will first reveal the differences and similarities of teaching an undergraduate Strategic Management course for two different institutions located in different countries. Secondly, the paper addresses the logistics of connecting the two separate student groups for a collaboration project in an on-line platform. Additionally, the paper will share the experiences learned when students work in multi-culturally mixed groups to analyze an industry around Michael Porters framework [Porter, 1979].

## **A SCENARIO-BASED CONTEXTUALIZATION METHOD: DESCRIPTION, DISCUSSION AND POSSIBLE USES**

**Armand BAJARD**  
**Univ. Montesquieu-Bordeaux IV and Bordeaux Business School**  
**BORDEAUX, FRANCE**

This research reports the findings of using three short scenarios that were given to 70 Chief Financial Officer (CFO) of French publicly listed companies. They had to rank different financing possibilities for each scenario. The goal was to study their financing preferences in terms of internal vs. external finance and to deduct their financial representations. The paper is organized as follows: a) presentation of the method b) how to improve and develop for further research and c) how to improve and develop for further research and possible uses for teaching and for recruiting. This research resulted from the author's dissertation thesis.

Session 21

## **ORGANIZING INFORMATION FOR ACTIVE LEARNING**

**Ramón Ariel Quesada**  
**Alfredo Javier Simón**  
**Instituto Superior Politécnico "José A. Echeverría"**  
**CIUDAD DE LA HABANA, CUBA**

MACOSOFT is a computer science tool which facilitates active learning by organizing information through selective access to conceptual maps construction (MCF) and applications storage using icons such as presentations (PPT, PPS, SWF), documents (DOC, TXT, PDF, HTML, HTM, MHT), multimedia (BMP, JPG, AVI) and maps (MCF). MACOSOFT has been tested with students from the tourist sector; with MACOSOFT and minicase, "Restaurante Chez Monseigneur," they learnt food sensorial properties, one of the course requirements.

## **STORYTELLING, A NEW APPROACH TO THE CASE METHOD**

**Ángel Arbonías, Igor Calzada, Iñigo Lasheras and Ion Lizaso**  
**MIK, S.Coop**  
**MONDRAGÓN, GIPUZKOA, SPAIN**

In this article, a team of researchers from MIK describe their experience of using storytelling as a training technique and method of tacit knowledge transfer applied to the sale of financial products at Caja Laboral.

This article is also of use for reflecting on classic training tools from the perspective of knowledge exchange and creation.

## **THE USE OF CASES IN INSTRUCTIONAL TECHNOLOGY AND IN PREPARING TOMORROW'S TEACHERS**

**Amy S. C. Leh**  
**California State University San Bernardino**  
**SAN BERNARDINO, CALIFORNIA, U.S.A.**

This presentation reports the use of cases in the field of Instructional Technology and in preparing tomorrow's teachers. At present, cases are not commonly used in the field. The presenter will first explain why educators in Instructional Technology should use cases to enhance student learning, especially in teacher preparation programs. The presenter will then describe strategies for analyzing a case in Instructional Technology and for constructing cases with students. Examples of cases in Instructional Technology will be shared as well.

## **CRISIS PREVENTION FOR THE BRITISH ROYAL FAMILY**

**Marcela Papalova**  
**Technical University of Ostrava**  
**OSTRAVA, CZECH REPUBLIC**

This contribution maps out a case study, which is made use of in the subject of Crisis Management. The article employs a generally well-known example, which does not require additional detailed familiarization with the situation for the students. This known theme in the media does bring with it, however, a certain danger that the students will not only pay attention to the problems on which they should be focused during the process of learning and instead their attention will be distracted.

## **PLENARY SESSION**

### **“CULTURE - A CRITICAL CONSIDERATION WHEN USING INTERACTIVE TEACHING”**

**Panel Discussion:**

**Dr. Ron Patten, DePaul University, Chicago, Illinois, U.S.A.**  
**Dr. Anthony Sallustio, Pace University, New York, New York, U.S.A.**  
**Dr. C. P. Rao, Kuwait University, Safat, Kuwait**  
**Prof. Eduardo Rosker, Knowment, Buenos Aires, Argentina**  
**Dr. Pierre Mora, Bordeaux Business School, Bordeaux, France**

The professional education literature indicates that interactive teaching methods produce the best results as far as student learning is concerned. Interactive teaching methods are said to produce far better results than do passive teaching methods since the student is actively engaged in the learning process. WACRA, with its primary emphasis on the case method, is considered to be a champion of the interactive teaching approach. This panel proposes to discuss the role of culture when using interactive teaching methods. In other words, do interactive teaching methods transcend cultural boundaries or is culture an important variable when using or considering the use of interactive teaching methods?

The panel proposes to provide a general overview of culture; what the term means and what potential impact it has on student learning and, consequently, on teaching methods used. Five important parts of the world will be described and discussed by the panel: Europe, Middle East, North America, Latin America, and Asia. Although this is something of a macro-view by region of the world, it should provide considerable insight and food for thought to session attendees.

As a result of participating in this session, attendees would be made aware of different styles of learning in different parts of the world, the receptiveness of students to interactive methods of teaching, and insights as to how to adapt interactive teaching methods to various parts of the world.

#### Session 24

## **LEARNING WITH CASES INTERACTIVE WORKSHOP “HELP STUDENTS WORK SMARTER, NOT LONGER HOURS”**

**James A. Erskine  
University of Western Ontario  
LONDON, ONTARIO, CANADA**

This workshop is focused on helping students to learn faster and better using cases. The objectives of the learning with cases workshop are to:

1. Review the distinguishing characteristics of a case and the reasons for using cases.
2. Review the Case Difficulty Cube and the benefits to students.
3. Review the Three-Stage Process for learning with cases.
4. Introduce tools and concepts for effective student learning with cases including:
  - the short cycle process - six steps
  - the long cycle process - seven steps
  - the case preparation chart

#### Session 25

## **TEACHERS’ SELF AND PEER ASSESSMENTS BASED ON CASE CONSTRUCTION, APPLICATION AND ANALYSIS**

**Ana Gil-García, Joaquín Villegas  
Northeastern Illinois University  
CHICAGO, ILLINOIS, U.S.A.**

This paper examines self and peer assessment of teachers based on the development, construction and analysis of case studies and its application in a higher education environment. The inservice teachers experienced the cases fully from its development to the analysis. The future school leaders explored the case studies constructed by teachers from an administrative and leadership point of view. Both agreed in the advantages and benefits of using cases in the classroom. Also, both confirmed that teachers were more interested in the academic aspect of solving the issues presented in the cases while the future school leaders wore their ‘administrative hats’ and sought school wide solutions to the cases. The self and peer assessment verified the literature findings which see both processes as increasing conceptual understanding and seeking improvement through augmenting assessment efficiency. The cases also attempted to develop skills and competencies required in professional settings. The self and peer assessments reflected the values of the intellectual community from which tasks and stories were derived.

# **COURSE EVALUATION AND THE ONLINE STUDENT: THEORIES, PRACTICE AND PROBLEMS IN EVALUATING DISTANCE EDUCATION COURSES**

**Peter W. Olson  
Utica College  
UTICA, NEW YORK, U.S.A.**

Making sure that higher education distance learning courses meet student expectations is critical to ensuring the quality of the student learning experience. Judging whether a course delivers to its promise is a particular challenge when the course is delivered by a distance delivery system and there is no traditional face-to-face contact with the students. Furthermore, as more and more distance education courses are faced with alternative conceptions and external audits, their level of quality may become suspect. This paper identifies the contested nature of quality, examines models of evaluation, relates them to existing forms of evaluation facing education courses, and offers an alternative “constructivist” approach based on the notion of a service template for higher education.

**Session 26**

## **CULTURAL CONSTRAINTS TO EFFECTIVE CASE METHOD OF LEARNING**

**C.P.Rao  
Kuwait University  
SAFAT, KUWAIT**

Cultural norms and values as learned psychological predispositions impact the behavioral responses of individuals. Cultural influences on human behavior are typically very strong and enduring and hence, vast amount of literature attests to significant differences across cultures both in social and managerial contexts. The field of comparative management is based on the premise that cultural norms and values impact managerial decision making processes and specific actions of concerned individuals. However, the issue of how does cultural constraints impact effective learning through case method pedagogy has not been explored in the literature on business educational methods. The major purposes of this paper is to explore the cultural constraints to effective case method of learning. The paper consists of the following parts:

1. A proposed model for effective learning through case method pedagogy.
2. The impact of cultural value orientations on the process of learning through case method of pedagogy.
3. For purposes of this paper the Hofstead's schema of cross-cultural differences will be utilized to analyze how the variations in cultural characteristics constrain effective learning through case method.
4. The effects of each dimension of Hofstead's schema on the process of learning through case method will be discussed and illustrated.
5. Given the challenges to using the case method of pedagogy as an effective tool of learning in diverse cultural context, suggestions will be made as to how to over come such cultural constraints to case method of learning.

## **USING RACIALLY- AND ETHNICALLY-DEFINED CULTURE AND CLASS AS CATALYSTS FOR TEACHING**

**John R. Goss, III  
Shenandoah University  
WINCHESTER, VIRGINIA, U.S.A.**

This paper examines the relationship of policy to individual perceptions of institutional responsiveness in complex and conflict-ridden situations. Specifically it examines how race and ethnicity, and the social context of identity development, inform perspectives of “the other” and thereby inform subsequent social action. This presentation applies a social science theoretical foundation to the study of a particular incident, presents a model useful to teachers and administrators in transforming lived experiences of conflict into teachable moments (cases for use in instructional or staff/faculty development sessions), and relates this fieldwork to other such work in the college and university environment.

The paradox that frames the research is this: policy is a rational, linear problem-resolution mechanism, not an affective, emotional, dialectical process of problem identification, confrontation and understanding—the domain where intensely felt conflict resides. This case study examines a college’s attempt to address racially-motivated violence through the implementation of a discriminatory harassment policy, and examines the role identity plays in constructing race-based. Social identity theory recognizes that racial and ethnic identity informs how events are perceived, evaluated and classified, that contested areas that some believe are clearly shared social assumptions represent distinctive definitions informed by race, gender and class. The analytical model presented represents one way to organize cognitive concepts without being too deterministic.

Social identity theory recognizes that racial and ethnic identity informs how events are perceived, evaluated and classified, that contested areas that some believe are clearly shared social assumptions represent distinctive definitions informed by race, gender and class. Contested notions of identity lead to differentiation, creating a lack of trust among members of the subordinate group. Constructs of *individual* and *community*, the kinds and sources of power and authority, and the roles social integration, and ideological contradiction and opposition shape understanding of the “other” and define social relations between groups. The tension between individualism and equality poses the threat, transforming a boundary into a border.

Although policy defines the rules by which a process is set in motion, it is a process almost devoid of the human elements of anger, disgust, confusion, and rejection, which frame the problem of race relations. Policy is meant to be a rational, linear problem-resolution mechanism, not an affective, emotional, dialectical process of problem identification, confrontation and understanding.

The model presented (see below) represents one way to organize cognitive concepts without being too deterministic, suggesting that notions of “difference” can be organized around a few very basic constructs. The model is not predictive, but analytical, and applicable to differences in general. To address racially-motivated conflict, we must be prepared to confront openly challenges and conflict, adapt to a changing environment, and address practical problems through discussion of workable social and political reforms, transforming problems into learning opportunities confronting the cognitive structures, not just the symptoms of that conflict.

**Session 27**

## **SETTING UP OF A MARKETING SKILLS PORTFOLIO**

**Pierre Mora  
Bordeaux Business School  
TALENCE, FRANCE**

Company recruitment methods have had to change. Although “The Diploma” may represent a guarantee to a certain extent, however numerous recruiters are now looking for positive skills in

candidates. The need for background “traceability” and legibility have turned the CV into a necessary document, which is nonetheless insufficient. In a detailed manner, the “Skills Portfolio” presents all the initiatives taken by the student, during his or her education, so that his or her “knowledge leads to skills”. On the same wavelength as a management school’s professional identity, this approach has become all the more transparent and collective since it has been set up on a computer network. The school’s Heritage, the “*e-portfolio*” (for “electronic-portfolio”) is now gaining a group dimension. The text shows here how Bordeaux Business School’s Marketing department proceeded to set up an e-portfolio, a device for measuring students’ progress and a real memory place for the School in order to assert its specificities and to put the student at the centre of the system.

## **IMPROVING THE ALIGNMENT BETWEEN AN INTEGRATIVE BUSINESS SIMULATION AND A CHANGING MBA CURRICULUM – PART 2**

**Paul E. O’Neill, John Kerrigan  
National-Louis University  
CHICAGO, ILLINOIS U.S.A.**

This paper discusses how to better align an integrative business simulation with an evolving MBA curriculum. The curriculum is dynamic and is currently being changed to an MBA with concentrations. Specifically, this paper examines how its two authors have identified and aligned the major concepts required for the Capstone Business Simulation with the content of a changing MBA program. The goal of this paper is to provide ideas and methods for other users of simulations and case studies to engage in similar evaluative and curriculum improvement efforts. This study’s initial results were presented at the 2004 WACRA Buenos Aires conference.

Session 28

## **THE WIRELESS WAR IN JAMAICA**

**Paul A. Golding  
University of Technology, Jamaica  
KINGSTON, JAMAICA**

This case describes the issues faced by Cable and Wireless Jamaica Limited (C&WJ) in trying to regain the majority share of the telecommunications market. C&WJ remains the dominant provider of Jamaica’s telecommunications service, however due to the handing over of the company’s monopoly licenses and the phasing in of liberalization of the telecommunications industry in early 2001, this company has been fiercely challenged by a main competitor namely Mossel Jamaica Limited (Digicel).

## **CATHAY PACIFIC AIRWAYS – WHAT NEXT?**

**Madhu Malkani, John Hulpke, Cubie Lau  
Hong Kong University of Science & Technology  
HONG KONG, CHINA  
Teresa Ho  
Teleadapt  
HONG KONG, CHINA**

Cathay Pacific Airways has grown from humble beginnings in Hong Kong in 1946 to become one of the world’s premier airlines. After tough times in the early 2000s, the airline faced the future. NOTE: The

case hints but does not state that Cathay faces choices and challenges in China, and must decide to remain a premium carrier or somehow get into the low cost carrier space. Exhibits and video of Philip Chen's speech are available to those interested.

## Session 29

# **THE USE OF THE TECHNIQUE OF BUSINESS SIMULATION IN THE EDUCATION PROCESS**

**Edmundo González Zavaleta  
ITESM - Campus Estado de México  
ATIZAPAN DE ZARAGOZA, MÉXICO**

The dynamic and variable environment, in which the organizations are developing their activities now, causes that the education for management through the learning process must be based on dynamic, flexible and interactive techniques of education. For this reason, the role of the business education needs to change, since the new focus for it is not only the transmission of knowledge, but also the necessity to develop in the students the skills for the management of a company during the professional formation. This necessity in the education process, both learning and teaching, is covered partly by the simulation of business situations, due to during the use of a simulation the students can analyze certain problems and opportunities that the organizations face in the real life. Also, the students during the simulation can take actions to solve these problems or to take advantage from the opportunity. In addition, the students can know the results of their decisions, and to evaluate by themselves the actions that were carried out to confront them.

In this sense, the simulation becomes a fundamental instrument for the learning and teaching process in the business environment, since by means of the use of a business game is it possible to be carried out the analysis and the evaluation of the different situations that face the companies in the development of their activities. Also, the flexibility of the business game allows to adapt it to different situations own the direction as much of the industry as of a country. According to the previous findings, it is possible to be established that the business simulation allows that the students can develop skills of enterprise direction, since through the use of this type of simulation they are possible to be faced certain situations similar to which takes place in the real world of the businesses. Nevertheless, this assumption about the developing of the capacities that the business simulation generates in the students must be put under process verification, in order to determine if indeed the mentioned skills are effectively developed.

So in order to verify these assumptions, the objective of the present investigation has been carried out to determine if indeed the business simulations are developed to the skills mentioned in the students by means of the use of the businesses game in the education process learning. The results in some research show that although the simulation creates the propitious atmosphere to generate skills related to the direction of companies, 40% of the participants almost do not recognize an integral development in the competitions from the business simulation. Finally, after to verify that the skills that are developed using this tool not reach completely, a model that facilitate the use of the business simulation is presented. The purpose of this model is to present one better way to use these simulators in the courses.

# **FINANCIAL INNOVATION AND CAPITAL STRUCTURE HINDUSTAN LEVER LIMITED**

**Yatin Bhagwat  
Grand Valley State University  
GRAND RAPIDS, MICHIGAN, U.S.A.**

This case is a classic example to demonstrate the innovation that is taking place in contemporary corporate finance. It deals with dual subject categories of capital structure and dividend policy. The case may also be used in International Finance classes as the corporate culture encompasses the emerging

markets. The class room discussion may extend well over two hours. Students are expected to take about four hours to answer all questions in a pertinent manner.

### **Session 30**

## **WRITING FIELD BASED CASES INTERACTIVE WORKSHOP “TOOLS AND CONCEPTS TO USE IN A STEP BY STEP PROCESS”**

**James A. Erskine  
University of Western Ontario  
LONDON, ONTARIO, CANADA**

This workshop is dedicated to writing field-based, decision-oriented cases for use in classroom discussions and is of interest to new and experienced case writers across all disciplines. The objectives of the writing cases session are to:

1. Describe the distinguishing features of cases.
2. Outline the sequence of steps in the three-phase process of writing a case.
3. Use the following concepts:
  - Case Origin Grid and the Case Shopping List.
  - Case Story Line Cut, the Decision Frame Cut and the Action Triggers.

Case Plan including:

- Opening Paragraph and Checklist
  - Statement of Teaching Objectives
  - Case Organization by Subtitles
  - Data Requirements Listing
  - Estimated Time Plan
4. Highlight the Important of Provisional Release
  5. Discuss Rough Drafting and Preliminary Teaching Note Preparation
  6. Introduce the Nine C's Case Editing Checklist

### **Session 31**

## **NEW ISSUES IN TEACHING ONLINE WITH CASE STUDIES**

**Mary R. Sudzina  
University of Dayton  
DAYTON, OHIO, U.S.A.  
Christine M. Sudzina  
Millburn Middle School  
MILLBURN, NEW JERSEY, U.S.A.**

Teaching online is a virtual “gateway to learning.” It requires teacher innovation and flexibility that extends beyond traditional classroom pedagogy. Online teaching is interactive and requires constructivist, collaborative strategies and expectations. Several factors need to be taken into consideration to insure success including: course organization, case selection and content, assignments, and accountability. As a “third generation” of computer savvy students is entering our classrooms, new issues pertaining to the use and incorporation of technology have come into play. This session will explore these issues and make recommendations for successfully teaching online with case studies, based on the authors’ own experiences.

## **THE EVOLUTION OF *WOMEN'S WORK*: GLOBAL WOMEN'S ISSUES**

**Carol J. Cumber  
Diane H. Rickerl  
April Brooks  
South Dakota State University  
BROOKINGS, SOUTH DAKOTA, U.S.A.  
Maria Parlińska  
Janina Sawicka  
Warsaw Agricultural University  
WARSAW, POLAND**

This paper explores the challenges and opportunities of teaching diversity and cultural awareness to a non-diverse audience. The focus is on the structural development, logistics, challenges and implementation of a seminar series emphasizing contemporary global women's issues. The presenters were experts representing five countries and one Native American tribe. A case illustration from Poland is included and offered from the perspective of invited international speakers. Quantitative and qualitative outcomes are examined.

## **SAINT-GOBAIN: THE EXPANSION OPTIONS**

**Ashok Som  
ESSEC Business School  
CERGY PONTOISE, FRANCE**

Jean-Louis Beffa, Chairman and CEO of Saint Gobain was sitting in his office and thinking about the days way back in 1999, when he was conducting meetings with his team before the declaration of the annual results. The Group had increased its sales from €17,821 million in 1998 to €22,952 million in the year 1999, a growth of 28.8%. However, if he were to exclude the contribution of Essilor and Flat Glass processing subsidiaries, the sales had risen by only 11.5%, which was a cause of worry for him. Though the company had achieved a double digit growth objective in the year 1999, as a visionary Chairman he was not satisfied. Selling prices had risen slightly, driven by the recovery in the flat glass, insulation and building materials divisions throughout the year; the sales volumes had expanded only modestly in relation to 1998. In Europe, the fall in activity in Industrial Ceramics and Pipes had a negative impact on the sales in the first-half of the year, but the second half saw a recovery. The United States, led the Group's growth in the first half, however, volumes dropped at the end of the year. To the Chairman, Jean-Louis Beffa it seemed clear that the developed markets of the west had matured and phenomenal growth could not be expected. He checked the breakup of sales across the globe (France 33.5%; other European countries 33.7%; North America 25.5%; and rest of the world 7.3%) and was confident that the breakup would remain more or less stable in the developed markets. However, if the Group were to expand only in developed markets, further opportunities in emerging markets could not be exploited.

The rest of the world sector had offered a double digit growth of 11% (€1,729 million of the total sales in 1999 from €1,547 million in 1998) and he was convinced that this was the geographic segment that could offer Saint Gobain substantial growth opportunities in the future. His thoughts lingered about his recent visits in the emerging markets of Asia. He quickly consulted his notebook and reviewed the list of the subsidiaries in Asia. To his astonishment he realised that they had a few companies in Japan and only one company each in India and Korea respectively. He thought to himself, how could Saint-Gobain not have a major presence in the two of the most populous countries of the world, namely China and India, which had a vast potential for growth?

## **CASE STUDIES FOR DEVELOPING CULTURAL PLURALISM**

**Samuel D. Henry  
Portland State University  
PORTLAND, OREGON, U.S.A.**

Over the last seven years, working primarily with graduate students in education, we have found three types of case studies to be effective in developing an appreciation of, and affirmation for, cultural pluralism. This pluralism affirmation, in turn, provides our students with diversity responses in their own professional work, particularly when they have been involved in the research for case development. The case types: 'ethnographic', 'narrative' and 'expository', are described and examined here as examples of case study interventions.

## **TYPES OF BUSINESS ETHICS PROBLEMS AND STRATEGY ALTERNATIVES TO RESOLVE THEM DERIVED FROM CASE STUDIES WRITTEN BY STUDENTS: KUWAIT AND EGYPT**

**Ahmed A. Maher  
Kuwait University  
SAFAT, KUWAIT**

This paper aims at investigating the types of business ethic problems facing business students and how they use strategy alternatives to solve these ethical problems in both Kuwait and Egypt. Students in both countries were asked to write a case related to an ethic problem they experience in their work or heard about from their relatives or acquaintances. When these cases were analyzed it was possible to classify them according to the type of business ethic problems and the alternative strategies to solve this problem. A significant difference has been found in these two dimensions between Kuwaiti and Egyptian students.

## **A RE-ENACTMENT OF THE FRENCH REVOLUTION IN A 21<sup>ST</sup> CENTURY CLASSROOM: SOCIAL AND POLITICAL IDEALS IN FRANCE AND BRITAIN IN THE 18<sup>TH</sup> CENTURY TAUGHT WITH THE "REACTING" METHOD**

**Michael Rosenfeld  
Anthony Sallustio  
Pace University  
NEW YORK, NEW YORK, U.S.A.**

This paper describes the adaptation of Mark Carnes' "Reacting to the Past Methodology" in an interdisciplinary humanities course in Anglo-French civilization. The purpose of the course was to introduce students to the history and culture of modern Britain and France and reinforce that learning by having them play one of Carnes' signature simulation games on Rousseau, Burke and the French Revolution. By creating a liminal world, based on speech, dress, social codes and political perspectives that simulated the world of the late 18<sup>th</sup> century, that game sought to immerse students psychologically in the issues and events of the times and to strengthen their critical communication and learning skills.

# **TEACHING MINORITY ENTREPRENEURS BUSINESS PLANNING USING ANDRAGOGY – A CASE STUDY**

**Louis C. Mancuso  
Beverly Guillory Andry  
Xavier University Of Louisiana  
NEW ORLEANS, LOUISIANA, U.S.A.**

Taking seasoned entrepreneurs that are interested in learning business theory to apply to their business requires the use of a gumbo of teaching methodologies including the case study method and using the concepts of andragogy.

This paper will explore the use of case study and andragogy in applying cases to such organizations at the Urban League, University of New Orleans Small Business Development Center, and Xavier University's Entrepreneurship Program.

This paper will include a review of articles in using andragogy and the case study method. Then applying the various theories in teaching minority entrepreneurs using these teaching methodologies will be revealed.

**Session 33**

## **HUMANIZING CALCULUS**

**Georgia Pyrros  
University of Delaware  
NEWARK, DE, US  
George Pelekanos  
Southern Illinois University  
EDWARDSVILLE, IL, US**

This paper discusses ways of incorporating the history of mathematics into the everyday teaching of a business calculus class.

Brief historical remarks not only help humanize a difficult subject, they help the students reach an awareness of mathematics as a developing discipline. Mathematics is a creative activity, and students need to know that the most important motive for mathematical investigations has been to answer questions arising out of social needs.

## **CASE STUDIES FOR TEACHER LEADERS: LOOKING FOR THE VALUE**

**Janice L. Nath  
Anjoo Sikka  
Myrna D. Cohen  
University of Houston – Downtown  
HOUSTON, TEXAS, U.S.A.**

The masters program at the University – Downtown has, as a component of its graduate masters program, completion of a case study. Because this graduate program is geared to serving teacher leaders (those teachers who will stay in the classroom rather than move to administration or into research positions), the program wants its graduates to have research experiences that are useful to classroom teachers. It is believed that case study research as a type of action research is most valuable in having teachers become more reflective of their practice as they engage in resolving problems or examine concerns that occur in their own classroom or school. Case studies have been noted to be valuable to education students in past research on this component [Nath, Sikka, & Cohen, 2003]. However, we

wondered what effect writing the case study has had on students' actual teaching practice one year later and if students still believed that case study research was effective methodology for teacher leaders.

## **CASE STUDY PERFORMANCE, INTELLIGENCE AND PERSONALITY**

**John Parkinson**  
**York University**  
**TORONTO, ONTARIO, CANADA**  
**Simon Taggar**  
**Wilfrid Laurier University**  
**WATERLOO, ONTARIO, CANADA**

We tested intelligence and personality traits as the predictors of performance on a case study and found that openness to experience was significantly positively correlated with an individual's score on problem identification and that intelligence was significantly positively correlated with an individual's score on analysis. Additionally, there was a positive relationship between extraversion and agreeableness and an individual's analysis score and a significant negative relationship between conscientiousness and an individual's score on problem identification. Moreover, intelligence and conscientiousness interacted to predict an individual's analysis score with high conscientiousness partially compensating for an individual's relatively low intelligence.

## **STUDYING MARKETING BY MEANS OF FRENCH LITERATURE**

**Anastasija Marcheva**  
**D. Tsenov Academy of Economics**  
**SVISHTOV, BULGARIA**

*(abstract unavailable at time of printing)*

**Session 34**

## **WEATHER HEDGING IN GAS INDUSTRY**

**Jiří Hnilica**  
**Prague University of Economics**  
**PRAGUE, CZECH REPUBLIC**

The main focus of the paper is put on analysis of the weather-related risk exposure of the gas company, i.e. how the company sales may fluctuate with the average temperature changes. The situation will be studied similarly to the context of CorporateMetrics by RiskMetrics Group resulting in company's earnings-at-risk due to weather risk. The result will be very helpful for the company especially when deciding about the proper hedge. The students will be given elementary necessary information and then will be referred to web links, literature, simulation software, excel and other software environments to process the analysis.

## **DIALOGUE, ART, AND REFLECTION STRATEGIES FOR CRITICAL LITERACY: TWO MINI-CASE STUDIES**

**B. Gloria Johannessen  
California State University-Pomona  
POMONA, CALIFORNIA, U.S.A.**

At a recent world conference in literacy education, critical pedagogy and critical literacy were utilized for the exploration of strategies designed to model ways in which students' lives may be connected to universal and social themes.

The presenters questioned whether the workshop order would influence depth of understanding, application of strategies, and quality of artistic interpretation of a central theme; thus, while both workshops were identical with regard to theme, organization, and strategies, their order was reversed. The first presentation was initiated with constructivist strategies, and in the second presentation, the constructivist strategies were implemented after other more traditional activities.

Based on the two presentations, the presenter will discuss two mini-case studies, which revealed the influence of order of presentation in the: (a) degree of involvement; (b) depth of understanding of the central theme; and, (c) quality of artistic interpretations. Following the presentation of the case studies, the presenter will engage the participants in a dialogue on possible implications to teaching/learning at the university level.

## **HANDS-ON CYBER TEACHING: EFFECTIVE VIRTUAL CLASSROOM STRATEGIES FOR NON-TRADITIONAL OLDER ADULTS**

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

Non-traditional adult learners are a major segment of the higher education population. Moreover, many are in the workforce and return to college for personal satisfaction, advancement, or career change only to find that social and developmental forces impinge on their goals. To address the effects of aging on goals in the academic and work environments, this workshop presents a Cyber Model with Case Studies that demonstrate the plasticity and multi-directionality of non-traditional adult students. A variety of strategies to engage learners in conferencing, project based tasks, problem based learning, and developing a sense of a learning community will be demonstrated. The challenge of testing and evaluation in virtual classrooms will also be addressed and sample criteria will be presented. The model can be adapted for use by educators, facilitators, and human resource specialists.

Participation in this workshop should enable attendees to:

1. Identify and practice strategies to engage adult non-traditional learners in a positive learning environment in a virtual classroom.
2. Apply interactive course features and pedagogical best practices and methods to facilitate teacher-learner discussion and manage online participation that is structured and focused.
3. Use Case Studies as a foundation for teaching-learning conferences.
4. Develop a comfort level in teaching online and provide a comfort level for non-traditional adults to learn and succeed in a virtual classroom.

To encapsulate the various issues of online teaching, a printed model of a generic Course Syllabus will be distributed as a guideline for participants to review when designing their own online course. The model on which this presentation is based is that used by the University of Maryland University College in its worldwide programs of more than 80,000 non-traditional students.

## **A LIBERALIZED OR SAFEGUARDED CEMENT INDUSTRY IN JAMAICA**

**Paul A. Golding  
University of Technology, Jamaica  
KINGSTON, JAMAICA**

This case describes issues of dumping as opposed to freer access of imported cement in the Jamaican market. Jamaica's only cement company has filed a complaint regarding dumping of cement into the island by its competitors; who have refuted the claim accusing the cement company of monopolistic business practice. Commissioners of the Anti-dumping and Subsidies Commission, where the complaint was filed, sought to investigate the issue and make a decision.

## **CHANGING TECHNOLOGY AND ITS IMPACT ON FAMILIES AND CONSUMERS IN A GLOBAL SOCIETY**

**Pat McCallister  
Mikki Meadows  
Linda Simpson  
Eastern Illinois University  
CHARLESTON, ILLINOIS U.S.A.**

Rapid changes in technology are a part of life. This change can connect families and consumers around the world, both to each other and to the global marketplace. In fact, the world recently saw technology transmit information to and from areas devastated by tsunamis. Families were able to contact one another and images of the disaster were widely available. The flow of information and images allowed a view of the macro impact, while also providing an understanding of the devastation to families and consumers such as consumer fraud and family communication breakdown. This presentation will address current technology issues and challenges within the context of family and global consumers.

## **SCHOOL LEADERSHIP AND READING COMPREHENSION STRATEGIES: A 2004 FULBRIGHT TEACHING AND RESEARCH EXPERIENCE**

**Ana Gil-Garcia  
Northeastern Illinois University  
CHICAGO, ILLINOIS, U.S.A.**

This study addresses the critical issue of teaching and researching in Venezuela, a developing country, currently facing severe socioeconomic, political and educational dilemmas. The purpose of the project was to verify how school leaders created and sustained an environment in which organizational members (teachers) embrace students' reading comprehension strategies. The results indicated that high school teachers and school leaders lacked of the knowledge base on the global reading comprehension strategies of metacognition, prior knowledge, inference, vocabulary, and text structure. Also the findings revealed that school leaders differ in their perception of their transformational leadership actions as compared to teachers' perceptions.

Session 36

## PLENARY CLOSING SESSION

### *Facilitators:*

Dr. Hans E Klein, WACRA, Needham (Boston), U.S.A.  
Dr. Pavel Zufan, Mendel University, Brno, Czech Republic  
Dr. Charles Patti and Maria van Dessel, Queensland University of Technology, Brisbane, Australia  
Dr. Jorge Alfonso Gonzalez Gonzales and Gustavo Fernandez, ITESM, Guadalajara, Mexico

**Conference Adjourns**