INTERNATIONAL JOURNAL OF
CASE METHOD RESEARCH & APPLICATION

Editorial

Letter from the Editor

The International Journal of Case Method Research & Application - IJCRA, the authoritative Journal of case method research and application, is the publication of the World Association for Case Method Research & Application, WACRA®. IJCRA is published with the support and cooperation of Queensland University of Technology in Brisbane, Australia, Bordeaux école de management, Bordeaux, France, The University of Georgia, Athens, Georgia, U.S.A., Instituto Tecnológico y de Estudios Superiores de Monterrey, Guadalajara, Mexico, Dominican University, River Forest, Illinois, U.S.A., Lund University, Lund Sweden, Kuwait University, Safat, Kuwait and Zayed University, Dubai, UAE

Essential reading for academics and practitioners involved in interactive and case method based research and teaching, the Journal combines the development of innovative, leading edge teaching methodologies, case writing, case research and case based teaching, real-life examples of case based strategic interventions and leading academic research. To ensure content is cutting-edge and of direct relevance to professionals and researchers, all papers are subject to rigorous peer review by experts prior to being accepted for publication. The success of the new Journal, in my view, foremost, will depend on how the needs, goals and aspirations of the WACRA membership will be met by the new publication.

Established in 1984, WACRA has been successful and has grown over the years (members in sixty-five countries) because of its focus on case writing and case method teaching across disciplines and cultural boundaries and because of the inclusion - on an international scale - of innovative, interactive approaches, including games, simulations, distance and continuing education. WACRA has published thirty volumes of peer-reviewed books in two series.

At the annual meeting in Buenos Aires, the WACRA Boards decided to launch the International Journal of Case Method Research & Application – IJCRA. The primary reason for the decision to publish an International Journal was to provide to WACRA members an opportunity to have their papers presented at the annual conferences considered for publication in a 'peer reviewed, high quality International Journal'.

Continuing a twenty-two year WACRA tradition of educational leadership and pioneering in case method research and application and state-of-the-art contributions to the theory and practice of learning and teaching and teaching with cases and recognizing the growing importance of case writing and case method based teaching in Spanish speaking countries, WACRA will publish, from time to time, special Spanish language issues with contributions to case writing and case method based teaching.

The International Journal of Case Method Research and Application is an international, interdisciplinary forum for researchers, educators and professionals. IJCRA solicits and welcomes research across the entire range of topics encompassing the domain of case method research and application and interactive teaching methodologies. The journal’s scope includes case writing and interactive teaching and learning, continuing and distance education crossing national, cultural and disciplinary boundaries. IJCRA welcomes theoretical and empirical papers that advance social scientific research on teaching and learning. IJCRA is a methodologically pluralistic journal. Conceptual and theory-development papers, empirical hypothesis-testing papers, mathematical modeling papers and case studies are welcome. IJCRA has special interest in research addressing important issues that transcend the boundaries of single academic disciplines and corporate managerial functions. Therefore, IJCRA welcomes interdisciplinary scholarship and commentaries that challenge the paradigms and assumptions of single disciplines or functions. IJCRA solicits and accepts manuscripts on teaching materials and methods. Experimental, developmental work and book reviews will also be considered.
With the publication of Volume XVIII, Issue No.1, WACRA® continues the publication of scholarly work in the field of case method research and application and related fields. This issue includes research first presented and discussed at WACRA® and ACT conferences in Brno, Czech Republic and Bolzano, Italy.

The following cases/papers are included in Volume XVIII, Issue No. One

**Charles H. Patti, Anthony T. Sallustio and Michael Rosenfeld:** *Business Meets the Classics: Bando's International Foods Versus Aristotle's Nicomachean Ethics and Cicero's On Obligations.* Educators, accrediting bodies, and employers often cite the benefits of interdisciplinary learning and teaching; yet, it is seldom practiced in higher education. This is particularly true within the domain of case teaching where the majority of cases focus on a single issue or decision point from a single discipline. Business ethics and social responsibility are two areas of increasing importance in business curricula and they provide the opportunity for educators to stimulate interdisciplinary thinking. This paper illustrates how learners can use seminal writings of Aristotle and Cicero in moral philosophy to build a framework for making ethical business decisions

**Florina Arredondo:** *Case Method and Transcendent Motivations.* A case discussion session leads to student insights related to intrinsic and transcendent motivation for participating in a social service program. Analysis shows that transcendental motivations were present to a lesser extent than intrinsic motivations in participating students. In order to assist students to develop greater transcendent leadership, different methods of social service training need to be explored, particularly those in which students can have closer encounters with the persons being helped

**Beate Baltes and Linda Smedley:** *Streamlining Threaded Discussions in Online Courses.* The development of computer and Internet technologies offers new opportunities for teaching and learning. With the growing use of online courses and virtual discussions in hybrid and online courses, there is a distinct need for students and online instructors to address the importance and learning value of threaded discussions and to propose tools for assessing and streamlining effective discussions.

**Carl Johan M. Asplund and Paula F. Jordan:** *Strategic Management – An On-line Collaboration of Two Class Groups Separated By a ’Small Pond’ and Six Time Zones.* An undergraduate 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 discusses 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 using an on-line platform. Additionally, the paper shares the experiences learned when students work in multi-culturally mixed groups to analyze an industry around Michael Porter’s framework [Porter, 1979].

**Jiří Hnilica:** *Weather Hedging in the Gas Industry: A Teaching Tool in Risk Management.* An actual weather-related risk exposure of a Czech gas company, i.e. how company sales and earnings fluctuate with average temperature changes, becomes a teaching tool for Economics students at Prague University of Economics. Corporate metrics developments by a risk metric group serve as a model in measuring a company’s earnings risk due to weather risk. Students are given basic information and are then referred to web links, the appropriate literature, and simulation software and are asked to assist company management in minimizing an element of risk. They use Excel and other programs to process their analyses to assist the company with hedging decisions.
Donna H. Topping and Sandra J. Hoffman: Researching Our Teaching to Find Ways to Breathe Life into Dead Grammar. Professors of teacher education examine their teaching, their students' experiences, and the elementary school curricula in their university's service area to determine appropriate pedagogy for the teaching of grammar. Combined with a review of the extant literature in the field of grammar instruction, brain research, multiple intelligences, and learning styles, their findings describe a new pedagogy for preparing their undergraduate elementary education students to teach grammar. This pedagogy is transferable to other content areas that have traditionally been taught by lecture and practice exercises only.

Ana Gil Garcia: School Leadership and Reading Comprehension in Venezuela. This 2004 study addresses the critical issue of teaching and school leadership in Venezuela, a developing country, currently facing severe socioeconomic, political and educational dilemmas. The project's research identified how school leaders (principals) could create and sustain an environment in which teachers embraced students' reading comprehension strategies. The results indicated that high school teachers and school leaders lacked knowledge about global reading comprehension strategies of metacognition, prior knowledge, inference, vocabulary, and text structure. A program for teacher enrichment was started. The findings also showed that principals' self-perceptions of their leadership differed from how their teachers perceived them.

Joëlle Piffault, Réal Labelle and Taïeb Hafsi: Liliane Bruneau: Business Ventures, Creativity, and a Passion for Fashion and Good Causes. 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. Two objectives: (1) Being an entrepreneur in general and in the retail business in particular; (2) the entrepreneur's career path in retail business. The case is mostly directed to MBA students who major in Entrepreneurship.

Kathryn J. Biacindo, Book Review: « Preventing Internet Plagiarism: the Educator's Guide », by Patricia Ann Brock. With the advent of the Internet, today's students have access to information that exceeds typical library (hard copy and microforms) capacity in multiples of algebraic proportions. "Preventing Internet Plagiarism" is a resource book which alerts educators to the prevalence of the problem and which provides methods and resources to help alleviate the problem.

I am looking forward to hearing from you and to welcoming you as a reader, contributor and reviewer. We also invite your institution to the select international group of Supporting Institutional Members of IJCRA. If you have any questions about how to write for the Journal or how to participate in this exciting opportunity, please contact me. Alternatively, you can talk with WACRA Board Members.

Hans E Klein, Editor-in-Chief