

# The CASE Journal

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The Journal of  
the CASE Association

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### **Membership Form**

## EDITORIAL POLICY



The audience for this journal includes both practitioners and academics and thus encourages submissions from a broad range of individuals.

*The CASE Journal* invites submissions of cases designed for classroom use. Cases from all business disciplines will be considered. Cases must be factual, and releases must be available where necessary. All cases must be accompanied by an instructor's manual which identifies the intended course, relevant theoretical concepts or models that can be applied, and the research methodology for the case. The instructor's manual should also contain discussion questions and suggested responses, and a teaching plan if not inherent in the Q&A.

*The CASE Journal* also invites submissions of articles relating to case teaching, writing, reviewing, and similar topics. Conceptual papers and papers reporting original research as well as the applied implications of others' research in terms of case teaching, research, and instruction; and creative learning, research and writing methods are encouraged. We request that submitters of empirical research provide appropriate data set analyses to allow for meta-studies (i.e. correlations matrices and chi-alpha's).

Because of the broad appeal of the journal to practitioners and academics, *The CASE Journal* will not refuse to review a case or an article solely on the basis of format. However, if a case or paper is accepted, the final version for publication will be expected to adhere to the publication and manuscript guidelines. Cases and papers may be returned due to issues relating to writing style and grammar.

*The CASE Journal* encourages authors to submit often to the Journal. However, authors who are published in one publication year cannot be published a second time in that publication year. Rather, additionally accepted papers will appear in subsequent publication years. This policy does not apply to authors who submit papers for review with different second authors from those on the first accepted paper in any given publication year.

**CASES:** Those wishing to submit a case for potential publication should submit the entire case along with the completed teaching notes for review. If accepted for publication, only the case will be published along with a note for interested readers to contact the case author for the teaching notes. All review and publishing rules which apply to scholarly articles also apply for cases. Also, upon acceptance for publication, *The CASE Journal* requires that the author(s) submit a signed letter of liability release prior to publication. Authors are responsible for distributing the teaching notes as requested by CASE Association members and their e-mail addresses will be provided for such purpose.

**INITIAL SUBMISSION:**

All cases and articles will be subject to a double blind review process. Our reviewers believe that the process is developmental, and will offer suggestions for improvement and revision, where appropriate.

All manuscripts submitted are to be original, unpublished and not under consideration by any other publishing source. To ensure the blind review, there should be no author-identifying information in the text or references. An abstract of 150 words or less should accompany any article, and should be included in the instructor's manual accompanying any case. This journal will only accept on-line submissions. Send one (1) copy to the editor by e-mail in MS-Word. A separate title page must accompany the paper and include the title of the paper and all pertinent author information (i.e. name, affiliation, address, telephone number, FAX number, and E-mail address). If any portion of the manuscript has been presented in other forms (conferences, workshops, speeches, etc.), it should be so noted on the title page.

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Cases published in *The CASE Journal* and their instructors' manuals are also distributed through the Primis Online and ecch distribution networks.

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## LETTER FROM THE EDITOR



Welcome to the spring issue of Volume 4 of *The CASE Journal*. This edition offers five cases (one a series), all in the area of management. Nevertheless, they cover a wide range of issues, from the human relations aspects of a personal career decision, to religious diversity, to ethical implications of a company's products. Other challenges include managing change in a large group setting and responding effectively to a changing external environment. Two cases feature non-business organizations that nevertheless face management issues with transferable learning for students.

The first case in this edition is "Sally's Dilemma: Making Tough Choices in Collaborative Visioning." Sally is the project coordinator for a university which is going through the process of defining the vision of its future. Her challenge is to pull together the ideas of many individuals and help them to come to agreement – not an easy task, given their diversity of programs, interests, and objectives. Students are given her task of creating and managing change in a large group setting.

"The Death of a Salesman Revisited: Parts A & B" is also the story of change. In this case, the protagonist is in the midst of a career change. In the A case, his concern is the risk of giving up his current position for a new retail opportunity that was offered to him by chance. In the B case, he has completed the training program and is facing the reality of his new assignment. The job search, interviewing and hiring processes are all issues that undergraduate students in particular will find relevant.

The focus of "Customer Service at the Jewish Community Center" is also on personal interactions in a service setting. Here, however, students are challenged to diagnose the sources of the problems facing the Executive Director. Customer service is only one of many issues that make day-to-day and long term management difficult and frustrating. Changes in the external environment as well as working with the Board of Directors and an unhappy staff create problems for the Executive Director and opportunities for students to apply many critical analytic and decision-making skills.

In "The Frozen Production Line," managers are faced with unfamiliar and potentially disruptive behavior by a new group of workers. The new workers are Sudanese immigrants who need time for the evening prayers required by their Islamic faith, but management must also consider the plant's union rules. The case gives students the opportunity to consider the implications of diversity. The case's epilogue, available in the instructors' manual, describes how Electrolux handled this situation, and also offers teachable moments around balancing conflicting interests.

The final case in this edition, “Dow Corning and Agent Orange in Vietnam,” asks questions relating to corporate responsibility. While lawsuits on behalf of U. S. soldiers had been settled out of court in the mid-1980s, Dow was still facing lawsuits from Vietnamese civilians who claimed that they and their children had been harmed by the dioxin in Agent Orange. The case gives students the opportunity to look at issues relating to ethics, moral leadership, stakeholder claims, and issue management, and can lead to discussion of the appropriate role for corporations as part of government/ military activities.

The authors of these cases have been concerned not only with the stories that their cases tell, but also, and more importantly, with how to make those stories translate into learning for students. All cases that are published in *The CASE Journal* have thoroughly developed instructor’s manuals, sometimes longer than the case, that offer pedagogical insights grounded in theory. While the Journal does not publish the instructor’s manuals, they are a critical part of the review process. Faculty members adopting a case should get in touch with its authors for the manual.

The cases also bear the influence of the dedicated reviewers who work anonymously with the authors and editor to make each case an effective teaching and research vehicle. The reviewers will often read several versions of a case and its instructors’ manual, making detailed recommendations at each stage. These dedicated people take on this task in addition to their own teaching, writing and research. Their only reward is the gratitude of this editor and of the authors, those already published and those who hope to be. If you would like to be part of this process, working with authors to create truly excellent cases and instructors’ manuals, please let me know!

I hope that you will enjoy this edition of the journal. Please feel free to e-mail your comments, cases, articles and suggestions to me at [margaret.naumes@unh.edu](mailto:margaret.naumes@unh.edu).

Margaret Naumes

## CASE AND ARTICLE ABSTRACTS

### **Sally's Dilemma: Making Tough Choices in Collaborative Visioning**

Karl A. Hickerson

David J. O'Connell

Arun K. Pillutla

St. Ambrose University

This case involves an experience in large group visioning, specifically the processes of developing and building consensus around institutional goals and objectives. It takes place at a point roughly halfway through the process. The protagonist, Sally, is the project coordinator. At this point in the process, the participants have collectively invested hundreds of hours in the creation of widely diverse ideas for the future of the university. Her dilemma is the challenge of maintaining the commitment and support of the participants as the vision is reduced to a much shorter and more focused statement.

The case is based on archival data and interviews with 40 of the 300+ participants who were engaged in the process, including Sally, steering committee members, faculty, staff, and outside stakeholders (alumni and members of the board of directors). The Instructor's Manual provides key questions for future large group process consultants, OD professionals and students of organizational behavior and leadership, including references from the OD and visioning literature. An Epilogue provides the actual decision at the time of the challenge and its rationale.

### **The Death of a Salesman Revisited: Part A and B**

Herbert Sherman, Long Island University

Daniel James Rowley, University of Northern Colorado

Derived from field and telephone interviews, e-mail communications, and secondary sources, this two part case describes how Gerald Mahoney, a shoes salesman in a Foley's Department store, is faced with a problem - Macy's has bought out the Foley's chain and, in doing so, has upscale the product line of shoes and altered his commission-based compensation system. These changes have resulted in less sales for Mr. Mahoney and therein lower commission - a difficult situation since he, his wife, and his daughter were barely getting by on his currently salary. Part A of the case describes an opportunity that presents itself to Mr. Mahoney; to leave his current job with a guaranteed low salary with possible additional income from commissions for a job selling residential homes which becomes purely commission-based to start with after three months of a salary plus commission pay that includes job training. In Part B Mr. Mahoney has decided to take the sales job with ABC Home Builders and receives his assignment. He finds that the working conditions of the sales office are not conducive to selling. His office is located in the rear of a trailer that is extremely run down and is paired with a competitive, non-communicative saleswoman. The case ends with Mr. Mahoney feeling hopeless and alienated.

This two part case has been written primarily for an undergraduate junior level course in career planning or sales management and deals with the issues of recruitment, placement, training, and

compensation. The case may also be employed in a course dealing with human resource management (from an individual's perspective), salesmanship, and organizational behavior.

### **Customer Service at the Jewish Community Center**

Edward Demarais, Salem State College

Sandra Sheckman

Gina Vega, Salem State

Doris, the Executive Director of the JCC, had a Board of Directors that lacked the requisite skills, perspective, behaviors, and willingness to change policies and practices in order to meet external environmental opportunities and threats or to address internal competencies and competitive capabilities. Changes in the external environment were exacerbating the JCC's internal deficiencies. In addition, the Board created impediments to the professional staff's efforts to implement good managerial practices and policies. The current management team was acutely aware of the changes in the external environment, how these changes impacted the JCC's operations and what the JCC needed to do in order to meet these challenges. The management team was frustrated by a Board that did not provide leadership, fulfill their responsibilities, hold each other accountable and undermined management by intervening in day-to-day operations. The staff was passively hostile to the Board and to the management team. As consumers, the members' expectations were higher and more demanding. Doris and her management team had to resolve a myriad of strategic and operational issues that confronted the organization.

### **The Frozen Production Line**

Anton Massman, U.S. Air Force

Elaine Davis, St. Cloud State University

Janell M. Kurtz, St. Cloud State University

Workforce diversity is a reality and offers many benefits to business. Nevertheless, managing diversity poses numerous challenges. This case involves religious diversity, focusing on employers' legal duty to accommodate religious practices. In the case, the assembly line at Electrolux's Frigidaire plant in St. Cloud, Minnesota hummed with activity when suddenly a group of Somali workers walked off the line. The Somali employees were new immigrants and introduced cultural and religious customs which were for the most part unfamiliar to management. The employees were Muslim and left the work stations to observe sunset prayers, one of the five daily prayers central to the Islamic faith. The management dilemma presented in the case is balancing the demands of assembly line production with the religious requirements of Muslim workers in a legal and effective manner. There is a substantial epilogue detailing Electrolux response to the situation which can be used as the basis for further class discussion. To help guide this dialogue, a "mini-instructors manual" follows the epilogue.

## **Dow Chemical and Agent Orange in Vietnam**

Cedric Dawkins, California State Polytechnic University – Pomona

This case examines the ethical issues raised when businesses contract for the military during time of war. Dow Chemical Company was a military contractor during the Vietnam War and the primary producer of Agent Orange – a defoliant used to clear vegetation. Agent Orange has been linked to a number of serious medical conditions in war veterans and Vietnamese civilians. In 2004, Vietnamese citizens filed suit against Dow for illnesses they believe were caused by exposure to Agent Orange. Dow thought the issue should have been addressed through political and social policy, while Vietnamese citizens and U.S. Vietnam war veterans believed Dow was ethically responsible. As the case moved through the U.S. judicial system, some of Dow's investors grew uncomfortable with how it was handled. Dow CEO Andrew Liveris was left to wonder what his company could have done differently and what they could learn from the Agent Orange episode that might prevent similar problems in the future. This incident appeared to be a relatively distinct case, but in July of 2007 it was reported that the number of private contract employees in Iraq exceeded that of U.S. military personnel. Consequently, it is likely that companies and their stakeholders will have to address similar issues.