Researching & writing discussion-based case studies

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REAL IMPACT

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I believe that in order for our scientific understanding of the world to progress, we must continually crawl inside companies, communities, and the lives of individuals to create new data in new categories that reveal new insights.

As an example, in my early research on the disk drive industry, I catalogued by hand every disk drive that had been bought or sold over the years after scouring hundreds of "Disk/Trend" reports. And while I was starting to see a pattern of the low-end companies quickly rising to prominence and challenging established leaders, it wasn’t until I went out to Silicon Valley and spoke with executives in the space that I fully grasped how incapable incumbent leaders are of responding to disruptive entrants. The data alone would have never generated those insights.
Marketing Thinking and Doing

John A. Deighton, Carl F. Mela, and Christine Moorman

For academics
Better ideas
Better data
New tools
More effective teaching

For Practitioners
New lenses
Across-industry knowledge
Going a mile deep
New tools
A cold eye

Decode and disseminate. Published academic papers that are not translated for practice are like the proverbial tree falling in the woods. Many outlets can help translation, including practitioner conferences, professional journals, letters to the editor, book writing, and case writing; many academics are fortunate to have the support of professional staff members who facilitate this translation process. For those less fortunate, we encourage business schools to make this investment. The strategy pays off for academics because exposure improves collaboration opportunities, which, in turn, may lead to better data and research ideas. Journals have a role to play here, and the Journal of Marketing has invested in translating our papers for practitioners and for the classroom (Moorman et al. 2018).
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Article case

- Single design
- Multiple design

Discussion-based case

- Descriptive
- Decision

Reach & impact?
Publication?
Level?
I am distinctive when I belong: meeting the need for optimal distinctiveness through team identification

1 Introduction

Not all those who are interested in sport are the same. De Groot and Robinson (2008) remind readers of Pooley’s original 1978 suggestion of a continuum between a spectator who may “observe a spectacle and forget it quickly” (p.119) and a fan, whose intense feelings for the team may become “so great that parts of every day are devoted to either his team or in some instances, to the broad realm of sport itself” (p.119). Fans have been observed to identify so strongly with their chosen team that they “feel as if they are a team member” [Kalule and Riley, (2004), p.37]. This team identification has been associated with behaviours such as attendance decisions (Matsuoka et al., 2003), purchase intent (Trail et al., 2003), and fan group involvement (Heere and James, 2007). Traditionally loyal fans of the New York Jets, for example, have contributed to a top five average attendance of over 77,000 and a capacity percentage of over 93% at MetLife Stadium since 2010, despite having the seventh lowest win-loss ratio in the NFL. In the English Premiership, Sunderland A.F.C. for example, achieved a top ten average attendance of over 40,000 in the past two seasons, despite having one of the lowest win-loss ratios in the league and not having won the title since 1936.
Case study

Signed off by organization
Students read & analyze
Management dilemma
Protagonist character
8 pages + exhibits

Teaching Note

For instructors only
Learning outcomes
Teaching plan
Question & model answers
8 + pages
Opening section
Protagonist | Dilemma | Date & location

Narrative
Past tense | Endnotes & sourcing | Storytelling flow | Dilemma thread

Language style
Objective third person | International audience | English editing