

LETTER FROM THE EDITOR

Herbert Sherman

Welcome (or welcome back)! For those of you who attended The Case Association Meeting last May in Springfield, Massachusetts (in conjunction with the Eastern Academy of Management) you know it was an exciting event. We had numerous case round table discussions, case presentations, and our highly lauded V.I.P. case session. We will have a special edition of *The Case Journal*, with our special editor Dr. James J. Carroll of Georgian Court University, featuring some of the cases from our 2005 sessions and focusing on case reviewing methodology and techniques. I invite all of our participants from last year's meeting to submit their cases and articles to *The Case Journal*.

This upcoming meeting in May of 2006 in Saratoga Springs is truly an event you do not want to miss as we celebrate CASE's 30th anniversary. Again, please feel free to submit your articles, cases, seminars, and work sessions to our program chairs (see EAM website for further details). I hope to see familiar faces as well as meet new ones so please come and join us!

Our third issue of *The Case Journal* brings us back to the premier issue as we continue our excursion with the fictitious character Professor Moore as he experiences first hand the trial and tribulations of case research. Tom Leach of the University of New England, based upon his own experiences, describes Dr. Moore's *Bogus Journey* through his first real challenge in writing field-based cases, obtaining clients' permissions to publish cases. Like any good tale, there is mystery, there is danger, and a real cliffhanger – will Professor Moore obtain permission or not? Read for yourself and find out!

Our second invited article, by James J. Carroll of Georgian Court University, like the prior work, is an extension of an article published in the premier issue. In this article, Dr. Carroll explores some of the significant topics that instructional case writers should be cognizant of when performing case research and case writing including: bias and misleading information, obtaining client permission to publish the case, disguising cases, decision focus, case writing style, and learning objectives (the teaching note). I was particularly intrigued by Dr. Carroll's list of case topics that may be of interest to students; an interesting first step to developing a case morphology.

The R.C. Bigelow Tea Company Case Study, by Laurence Weinstein, Sacred Heart University and Cindi Bigelow, R.C. Bigelow Tea Company, is our first published co-authored practitioner case. Ms. Bigelow in the case is confronted with a rather insidious conundrum, does she continue to market her tea products to the women 45+ who have historically comprised the core group of tea drinkers or does she broaden her target market to include younger adults, those who do not have a strong urge to drink tea. In order to assist her in determining whether college students could become tea drinkers, a SIFE team at a local college campus conducts a short term marketing campaign including market research. The results of the campaign are positive, tea consumption soared, but is that information a sufficient basis for jumping into this new market segment?

When I think of drinking a cup of tea, I also think of relaxing with a good book in front of a warm fireplace. Pauline Assenza & Alan B. Eisner of Pace University ask, why aren't you thinking about reading the Reader's Digest? Reader's Digest, once the stalwart magazine found in nearly every home and doctor's office, like tea, now appeals to a narrow market segment, the over 50 crowd. Bombarded by internet publications and greater competition within the industry, Reader's Digest needs a turnaround strategy that can leverage their brand name while relying upon an old form of publication and distribution. Can this firm adapt to the 21st century or will its products go the way of the buggy whip and the typewriter?

The last set of case offerings in the journal earmarks a new area that the journal would like to explore with the help of the readership, pedagogical innovations. In this section we would like to publish pedagogical cases, instructional methodologies, tools, rubrics, and articles that either venture "where no one has gone before" or "dare to be stupid" as well as our readers' responses to said material. With advice, counsel, and a fair amount of warning from Drs. James J. Carroll and Gina Vega, I humbly put forth a simple case writing technique – creating short, concise cases by quoting and or paraphrasing articles from newspapers, magazines, and annual reports. I have posted five of these case incidents in this section for the readers' perusal and comments and would appreciate like contributions.