

## CALL FOR TEACHING CASES ON ENTREPRENEURSHIP AND INNOVATION

**Submission deadline for proposal (template below): 30th of September 2021**  
**Book contract is signed with Edward Elgar Publishers**

### **Book Editors:**

#### ***Jana Schmutzler***

Assistant Professor

Economics Department, Universidad del Norte,  
Barranquilla, Colombia

Affiliated Researcher

Jackstädt Center of Entrepreneurship and Innovation Research, Bergische Universität  
Wuppertal, Germany

#### ***Veneta Andonova***

Associate Professor and Dean

School of Management, Universidad de los Andes  
Bogotá, Colombia

#### ***Samantha Burvill***

Associate Professor

School of Management, Swansea University, Bay Campus  
Swansea, UK

#### ***Lorena A. Palacios-Chacon***

Full time Professor

International Business and Logistics Department, Business School, Instituto Tecnológico y  
de Estudios Superiores de Monterrey (ITESM)  
Guadalajara, Mexico

### **Introduction**

The teaching case method has gained in popularity across Business Schools all over the world, lately expanding towards other fields such as economics, public policy, not-for-profit management and alike. Teaching cases are “a vehicle by which a chunk of reality is brought into the classroom ... [and a] record of complex situations that must be literally pulled apart and put together again before the situations can be understood” (Lawrence, 1953, p. 215). They are thus a pedagogical tool that promotes critical thinking skills (Salemi, 2002; Michel et al., 2009), creativity (Salemi, 2002) and collaboration (Morse & Stephens, 2012) among students by bringing them closer to decision makers and thus fostering the application of theory to real-world problems (Christensen & Carlile, 2009; Michel, Carter, & Varela, 2009). Despite being an effective teaching tool, case studies are a simplified and summarized version of reality. What happens if reality for students is very different from the one presented in the case study?

The underlying assumption when using international teaching cases is that managers, governmental agencies or other decision makers face similar problems around the world. However, research in both entrepreneurship and innovation has shown us that context matters (e.g. Welter, 2011; Andonova, Nikolova and Dimitrov, 2019; Tsvetkova, Schmutzler,

and Pugh, 2019; Tsvetkova, Pugh, & Schmutzler, 2020). And contexts differ tremendously between developed and developing countries (Schmutzler, Suarez, Tsvetkova, and Faggian, 2017), but also between urban and rural places (Gaddefors and Anderson, 2019) or between well-off and forgotten regions (Rodríguez-Pose, Wilkie, and Zhang, 2021). Relying therefore on case studies which are predominantly situated in thriving regions in the Global North may be detrimental to one of the main goals of teaching cases: zooming in on relevant real world examples. A recent study in Kenya has shown, for example, that while international teaching cases are not irrelevant, they need to be complemented by more local ones (Mudida and Rubaii, 2017). Or as one student put it: “Cases from Kenya and other Sub-Saharan African countries speak to what we are experiencing on a day-to-day basis, [and] international cases then help in comparison of the two environments and lesson sharing/ learning.” (p. 704). However, finding a large variety of engaging and particularly relevant cases is often challenging. This edited volume aims to fill this gap by offering teaching cases of a wide and diverse geographies and contexts.

Parallel to this, we can observe that both innovation and entrepreneurship studies have expanded in scope during the past years. New topics, such as social innovation and entrepreneurship (Mulgan, 2006; Tan, Williams, & Tan, 2005), frugal innovation (e.g. Hossain, 2018), female and migrant entrepreneurship (e.g. Brush, De Bruin, & Welter, 2009; Guerrero and Wanjiru, 2021) and others have surged and found a place in academic research. However, again, it is challenging to find teaching cases that address these newer research topics; a gap we aim to fill.

This edited book has two main goals: We aim to illustrate the diversity of issues and challenges of entrepreneurship and innovation and we want to create a broad repository of teaching cases for teachers and students that reflect the diverse reality of those topics. As such, contributions can include but are not limited to the following topics / areas:

- Social Innovation
- Frugal Innovation
- Innovation facilitated through Artificial Intelligence
- Open Innovation
- Social Entrepreneurship
- Necessity-entrepreneurship
- Female entrepreneurship
- Migrant entrepreneurship
- (Entrepreneurial) resilience in times of Covid
- Unicorns / High Growth entrepreneurship
- Multilatinas, Asian and African Multinationals
- Well-being economy
- Informal Economy
- Platform/ Gig Economy
- Rural contexts
- Left-behind regions

The ideal final contribution would be between 4000 and 5000 words including citations as we expect to include approximately 20-25 cases in the book. Teaching notes and supplementary material will be hosted on the Publisher’s website with restricted use for teachers only. Cases would focus on one or maximum two particular issues, challenges,

dilemmas facing organizations and the people in the wide field of entrepreneurship and/ or innovation. We expect the cases to be based on real-life events. In case you rely on primary information, we encourage you to receive approval by the company to allow you to use the information provided by the company for the case before submitting your proposal .<sup>1</sup> In case you use only secondary data, you must verify the reliability of your sources.

### **Submission indication, review and publication**

Please submit extended teaching case abstracts (please use the template at the end of the document) together with a full list of contributors and a tentative title to Jana Schmutzler (schmutzlerj@uninorte.edu.co) no later than **Thursday, September 30th 2021**. In case you would like to discuss potential topics beforehand or have any further questions, you can contact Jana under the same email address.

The editors will screen all submissions for clarity, relevance and expected contribution to the book theme. Selected teaching case abstracts will be incorporated into a detailed book proposal to be submitted to Edward Elgar Publishers. We have discussed the book plan with Edward Elgar, have signed the contract and received preliminary approval of topics to be included. To ensure overall coherence of the edited volume, we will provide upon acceptance of the proposals a clear guideline to follow.

We expect to follow this timeline:

Chapter proposal (template) submission deadline: September 30th, 2021

Acceptance notification: Mid October, 2021

Chapter submission deadline: May 15th, 2022

Expected publication: Fall – Winter 2023

Please be aware that the chapters must be original and comply with Edward Elgar's submission guidelines (more information will be provided at the time of proposal acceptance). All chapters will undergo a double-blind review process and will be checked with specialized software for plagiarism.

Please feel free to distribute this call for chapter proposals to other researchers who might be interested. We appreciate your time and are looking forward to our future collaboration.

Warmly,

Jana Schmutzler (Universidad del Norte, Colombia, Bergische Universität Wuppertal, Germany)

Veneta Andonova (Universidad de los Andes, Colombia)

Samantha Burvill (Swansea University, UK)

Lorena A. Palacios-Chacon (Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), México)

---

<sup>1</sup> In case you cannot convey the name of the company, we would like you to contact us to work out a way to maintain anonymity.

## **[Insert Case Study Title]**

### **[Name of the Contributors, Affiliation and Contact Information]**

#### **Abstract (max 300 words)**

[The abstract should provide a succinct overview of your case, making the decision situation as well as the connection to theory very clear]

#### **Keywords (min 3 keywords, max 6 keywords)**

[Please include keywords that directly link to your case, the main topic and the theory you relate to]

#### **Case Study (max 1000 words)**

[Please include a brief description of the case study here. Please include a description of the company, the geographic location, the industry and the specific issue at play. Please be specific about the main character and decision point around which your case evolves. Also, you should be specific about the time in which the case takes place and the urgency of the decision.]

#### **Learning Outcomes/ Teaching Objective (max 300 words)**

[Please include a short overview on the learning outcomes, that is, focusing on the teaching goals of the case, highlighting what students should take away from the content and the key lessons the material intends to impart.]

#### **Courses in which it could be taught**

[Please include here a number of courses where the case could be taught. Please be sure to indicate both level (undergraduate versus postgraduate) and the area]

#### **Discussion Questions**

[Insert a minimum of 3 and a maximum of 5 discussion questions.]

#### **Theory (max 500 words)**

[Please specify the theory the case should relate to. Be specific in which ways the case relates to the theory and how theory relates to the discussion questions.]

#### **Further Reading and references**

[Please insert here the references you use in describing the theory that should be linked with the case. Additionally, please add up to 5 additional references that could be given to the students for further reading.]