

CASE STUDIES WORKSHOP AND BOOK
ENTREPRENEURSHIP AND REGIONAL DEVELOPMENT

CALL FOR PAPERS

Setúbal, 7 May 2012

The Portuguese Association for Regional Development (APDR) and the School of Business and Administration from the Polytechnic Institute of Setúbal are planning to publish a **case- studies book on “Entrepreneurship and regional development”**. With this purpose, a preparatory workshop under the same topic will be held on 9 October 2012, in Setúbal.

The publication targets four types of readership:

- Academic public, as a pedagogic tool to use in classes;
- Policy-makers from public and private organizations, as an inspiration source for designing and implementing public policies in these areas,;
- Entrepreneurs whose activities depend on or cause significant spillovers to the local and regional economic environment, as a driver to seek appropriate partnerships;
- Regional development leaders, as a learning tool to make their partnerships more effective.

Deadlines for workshop participation are:

- Call for abstracts: 30 June 2012
- Full paper submission: 30 September 2012

Registration and further information are available in the APDR website: www.apdr.pt. If you need assistance, please contact Ms Elisabete Martins (elisabete.martins@apdr.pt).

Through a blind reviewing process, a fraction of case studies delivered at the workshop will be selected to be published in the book. The call for contributions intends to receive case studies from authors with different backgrounds, such as academics, policy-makers, consultants, entrepreneurs and experts on collective action boosting.

The book intends at presenting a wide range of case studies showing how the application of knowledge on entrepreneurship and regional development tools to real-word

experiments can make a difference in terms of economic value creation. Thus, we are seeking proposals with that orientation whose methodology is close to the case-study texts typical of business administration courses. Baleiras (2011)¹ is a recent attempt to adapt this technology to the regional development field and can be consulted as a reference for submitting papers.

Eligible case study proposals must be written according to the following **guidelines**:

1. Each case study should apply analytical knowledge to specific, real-world situations, thus bridging theory to practice in one of the subthemes listed in instruction 5. Such situations should have been experienced or studied directly by the author(s).
2. The case must be written to suit at least one of the following purposes:
 - a. pedagogic—to be used in first or second cycle courses of higher education studies having entrepreneurship or regional development as study objects;
 - b. professional—stimulation of new entrepreneurial initiatives in any economic activity sector, boosting of individual or collective regional development actions, policy design or assessment, etc..
3. Though the underlying story may have happened anywhere and anytime, the case lessons to draw must be relevant to understand and act over today's problems.
4. Regional development should be understood as the standards of living improvement process (economic development) experienced by people residing or working in a particular territory, and taking into consideration the following dimensions: income attributes, access to collective goods and services, social cohesion and environmental condition.
5. The subthemes admitted in entrepreneurship and regional development fields are the following:
 - Public policies to promote entrepreneurship;
 - Social innovation and entrepreneurship;
 - Higher education, knowledge transference and business creation;
 - Entrepreneurship, innovation and value added in territories;
 - Entrepreneurship and internationalization;
 - Entrepreneurship and actions of collective efficiency;

¹ Baleiras, Rui Nuno (ed., 2011), *Casos de Desenvolvimento Regional*, Cascais: Príncipeia. This volume contains several English-written chapters. Sc.3 of Ch. 1 frames the understanding of regional development the editors seek in this call for papers.

- Other themes related to entrepreneurship and territorial development.
6. Each case must fall into one of the following categories:
 - a) Description of a problem and its solution—describes the problem of an organisation or set of partners and discusses the relative merits of the solution they found;
 - b) Description and critical analysis of an unsolved problem—describes the problem of an organisation or set of partners, critically analyses undertaken decisions to identify the problem, and sketches possible overcoming actions.
 7. Each case proposal must state which purpose aims to fulfil (see instruction 2), identify the pertinent subtheme (from the list in instruction 5) and should include:
 - a. An abstract;
 - b. Five key words;
 - c. Introduction (first section);
 - d. Main text (with numbered sections);
 - e. Final remarks (last section);
 - f. References;
 - g. Exercises (questionnaire and solutions).
 8. Only sources actually consulted and explicitly used in the case itself (blocks 7a to 7e) should enter the reference list (block 7f above). All sources referred to in the exercises, both those included in the above list and additional sources, should make up a new list at the end of exercise solutions.
 9. Sections, equations, figures, tables and other objects must be numbered sequentially (Arab numbering).
 10. Each text must be either written on purpose or adapted from previous works by the author(s) to match the ends set forth in item 1.
 11. An enjoyable writing style is a must. Heavy texts, excessively dense arguing or eminently academic research contents are discouraged. Author(s) should not forget the goals of this book: pedagogical—to teach, preferably with joy—and professional—containing good practices and useful methodologies for organisations.
 12. Three to five exercises to workout with students must close up the chapter as an independent section (block 7g above). Exercises aim at either educating the capacity to apprehend information from written sources, developing mental reviewing capabilities or applying knowledge to new situations. More specifically, workouts should stimulate the consolidation of knowledge transmitted by the chapter and develop horizontal skills such as: synthesis capacity, analytical rigour,

language and technical writing qualities, interviewing abilities and capacity to extract useful information from interviews, team work, oral communication gifts and negotiation art.

13. Exercise typologies include: classroom discussion, individual essay, fieldwork, simulation game, and recapitulation questions (some relatively open, others more directed). Each exercise comprises questionnaire, solution proposal, references and (optionally) recommended reading for further work in the case field, bearing in mind instruction No. 8.
14. Each text should not exceed 37,500 characters, including spaces, and excluding figures, tables, references and exercises.
15. Although exercises and reference lists do not count for the size constraint in instruction 14, authors are requested to be concise in these pieces.
16. Submissions to the APDR workshop are possible either in Portuguese, Spanish or English. However, English-written texts are encouraged, particularly because the book aims at being suitable for adoption in courses open to international students.

The Book editors,

Prof. Luísa Cagica Carvalho, Polytechnic Institute of Setúbal

Prof. Pedro Dominginhos, Polytechnic Institute of Setúbal

Prof. Rui Nuno Baleiras, University of Minho and Portuguese Public Finance Council

Prof. Tomás Ponce Dentinho, University of Azores and APDR