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The Gender Variable in Core Corporate Strategy Syllabi

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Executive Summary

Case-based business school syllabi do not accurately reflect the following reality of today's workforce: Women hold a majority of corporate management positions with central decision-making authority in United States corporations (although men comprise a majority of the top executive positions). A recent *Newsweek* article sized up gender progress (or lack thereof) in MBA programs by noting: "While the number of women in senior management has swelled by some 60 percent in the past decade, gains in the boardroom have yet to penetrate the classroom."¹

Current gender representation in business school cases—which are designed to teach students how to analyze and develop strategies—neglects to provide *female* students with role models on how to achieve in the business world, especially because students tend to model their behavior on cases.² At the same time, *male* students are sent a subtle message: Women are barely in the business world and will not be a part of your working environment.³

We conducted a content analysis of cases that compose the core Corporate Strategy syllabi of six highly regarded business schools and found that women are grossly under-represented as central managerial decision makers (protagonists). Of the 52 cases analyzed, only 3 of the cases (2%) feature women as protagonists. Even when women are represented as key decision makers, they tend to be employed by organizations with a stereotypically feminine bent—e.g., cosmetics and the performing arts.

University of Michigan Business School (UMBS) faculty can take the lead from an implementation standpoint by incorporating more existing cases with female protagonists into their syllabi. To be sure, UMBS can bolster its initiative to become the "business school of choice" for women by demonstrating a curricular commitment to diversity and deliver on a "business imperative"⁴ to teach its students with cases that reflect today's business world

Specifically, we recommend that UMBS:

1. Create a sense of urgency
2. Give Incentives to faculty to develop gender-balanced syllabi
3. Provide faculty with the requisite resources to develop gender-balanced syllabi
4. Encourage faculty to use cases developed by students

In addition to discussing these recommendations in more detail, this report expounds the findings from our analysis and provides an educational context for the issue at hand.

"Where are the women?"

*attributed to Joseph Fouche, Minister of Police under Napoleon,
in Les Mohicans de Paris by Alexandre Dumas*

Although Fouche was referring to nineteenth century France, the same question is, unfortunately, relevant to teaching cases currently used in schools of management and business administration across the country. Women hold a majority of corporate management positions with central decision-making authority in United States corporations (although men do comprise a majority of the top executive positions).⁵ However, today's business curricula suggest otherwise. Men continue to be overwhelmingly featured as central managerial decision makers in both senior and middle management positions in the cases read by most MBA students. A recent *Newsweek* article sized up gender progress (or lack thereof) in MBA programs by noting: "While the number of women in senior management has swelled by some 60 percent in the past decade, gains in the boardroom have yet to penetrate the classroom."⁶

Cases for core Corporate Strategy classes illuminate this critical gender issue in business school curricula. We conducted a content analysis of cases that compose the syllabi of six highly regarded business schools, and found that women are grossly under-represented as central managerial decision makers (protagonists) of the cases used to teach entering MBA students key concepts, frameworks, and cognitive approaches pertinent to strategy in corporate settings. In fact, only 2% of the cases analyzed featured women in these roles. Even when women are represented as key decision makers, they tend to be employed by companies with a stereotypically feminine bent—e.g., cosmetics and the performing arts.

The importance of analyzing gender content of business cases—notably in Corporate Strategy—is twofold:

1. **Educators have become acutely interested in the extent of gender imbalance in business school cases.** The Committee of 200 initiative at Harvard Business School (HBS), which we will discuss in the next section, exemplifies this interest. In addition, balanced syllabi may serve to mitigate a phenomenon whereby women are choosing to enter schools of medicine and law over schools of management and business administration. Indeed, schools, such as the University of Michigan Business School (UMBS), have launched studies to examine this trend.
2. **Implications exist for students' quality of education.** Corporate Strategy is taught from a general management perspective with respect to improving overall firm performance. Syllabi should accurately mirror current demographics of the managerial workforce and convey any gender-specific perspectives on decision making. This way, the benefits of balanced gender representation can accrue to *both women and men*—because a student's learning from the case method can be enhanced by

psychological inclusion and by access to the minds of a variety of case protagonists who "should reflect the real world of business."⁷

In addition to expounding the findings from our analysis, this study provides an educational context for the issue at hand. We conclude by offering recommendations to UMBS for implementing change to ensure gender-balanced case syllabi.

Providing a Context for Curriculum Change

Injecting more cases with female central decision makers into business school curricula could prove to be a daunting challenge. In discussing how difficult such curriculum change can be, one faculty member quipped, "Trying to add material about women to a conventional course is like adding the fact that the world is round to a course based on the assumption that the world is flat."⁸

Others may ask: If it's so difficult to identify women executives to be case study protagonists, so time-consuming to research cases, and so expensive to write them, then why not simply change the names of currently existing cases? In response to this very question, Harvard's Myra Hart, Assistant Professor of Entrepreneurship, replied: "It would be entirely false to try to introduce more women into the curriculum by simply changing the names. We want to be clear and honest and direct when we put cases before our students."⁹

To be sure, fabricating names in business school cases would constitute an unethical, consternating academic prevarication—just as if names and gender identities were switched in a history textbook. Remarked the Kennedy School's Mr. Husock, "We don't re-gender protagonists because we're not novelists. We can't predict that all events would remain the same if gender were changed."¹⁰

A History of Imbalance

The issue of gender balance in curriculum continues to plague academia of all disciplines—from business to engineering to public policy. For example, after 10 years of student pressure, the dean of Harvard's John F. Kennedy School of Government finally mandated that faculty include more cases featuring women in their curricula. Still, according to Howard Husock, the school's Case Program Director, ". . .the Kennedy School has by no means resolved the diversity issue. Students regularly demand more cases featuring both women and minorities."¹¹

Some scholars trace gender bias in curricula back to general scholarship on developing specific ways of teaching. According to Tomm and Hamilton,¹² "[g]ender bias extends from the exclusive or predominant use of males as the subjects of research to the employment of androcentric theoretical paradigms and methodologies." The context underlying this assertion is somewhat stunning, because women have constituted a majority of students in American

colleges and universities since 1979, earning more than half of all associate's, bachelor's, and master's degrees.¹³

Why Business Schools Should Care

Furthermore, professional schools of education—irrespective of specialization—have been reticent to question *a priori* assumptions about the ways in which knowledge has been selected, constructed, distributed, and legitimated.¹⁴ Driven to cynicism over the subject, one sociologist summed up the current state of gender affairs in education as follows: "Who really gives a damn about reading...about women, their dilemmas, their problems, their attempts at solutions?"¹⁵

People associated with some of the nation's top business schools apparently do care. On one level, administrators are dismayed that the percentage of women enrolled in MBA programs in this country averages 29%, as compared with 40% for medical and law schools.¹⁶ Several schools, such as UMBS, are searching for answers to the trend.

To be sure, potential applicants do not base their decisions to apply to, say, medical schools over business schools based on gender representation in course materials. However, business schools with balanced curricula could promote themselves in this light. Knowing that a business school's case curricula accurately mirror gender representation in companies' management ranks may favorably predispose a potential applicant to a specific business school. In addition, such innovation in education appears to be quite salient to business schools' corporate clients and alumni.^{17,18}

The most compelling reason for change revolves around a desire to improve the quality of education for both male and female MBA students. Even though researchers do not know exactly how teaching leads to learning,¹⁹ they do acknowledge the importance of *affective* as well as *cognitive* processes that influence learners "as they struggle to make sense out of the instruction they receive."²⁰

The case study method used by most business schools is especially powerful for "connected knowers,"²¹ who "begin with an interest in the facts of other people's lives, but [who] gradually shift the focus to other people's ways of thinking."²² Case writers do more than simply communicate general background information and specific facts of a business situation. They aim to impart knowledge by providing access to the mind of the cases' key decision makers and especially the protagonist—his or her assessment of the situation, reactions, and, above all, capacity to reason. In essence, case studies transfer knowledge through an attempt to "share the experience that has led the person to form an idea."²³

Thus, under-representation of women becomes problematic in business school cases—for two main reasons. First, students are not given the reflection of reality—that women hold at least as many corporate management positions as do men. According to Professor Hart, who is the coordinator of Committee of 200 project at HBS, this "reinforces the wrong ideas—that this is the business world of the 1950s and 1960s."²⁴

Current gender representation in business school cases—which are designed to teach students how to analyze and develop strategies—neglects to provide female students with role models on how to achieve, especially because students tend to model their behavior on cases.*" At the same time, male students are sent a subtle message: Women are barely in the business world and will not be a part of your working environment."

Also, both male and female students gain only limited access to female decision-making perspectives through the cases they read. Research indicates that gender *does* matter in the area of formal authority and leadership,²⁷ a primary emphasis of business schools and, not coincidentally, of business school cases. According to Garvin and Reed Glover,²⁸ "...as more alternative bodies of knowledge are developed, we must turn our attention to ways that... incorporate new knowledge and perspectives that reflect the experiences of both women and men...."

Second, the learning experience might not be as enriching for female students as it is for male students in case-based courses. According to Butler,²⁹ "Knowledge is identity and identity is knowledge. All knowledge is explicitly and implicitly related to who we are, both as individuals and as groups." In this paradigm, under-representation presents female students with an *unequal* opportunity for a specific type of learning. Because the case method forces students to interact with the material, feelings of efficacy are derived from such interaction. Accordingly, gender distortion of female managers with primary decision making authority puts female students at risk of feeling invisible in the context of business.³⁰

Here again, under-representation results in a dearth of "mental role models" for women—a phrase used by Patricia O'Brien, dean of the Simmons College Graduate School of Management (the only program in the U.S. exclusively for women). In discussing the founding of Simmons in 1974 by two former HBS professors, O'Brien noted that "...the cases that were taught were all about male managers, and that no one focuses on what it means to be a woman in the male corporate world."³¹

Change on the Horizon: The Committee of 200 Initiative

Appropriately enough, HBS plans to add more case studies with women managers to reflect the reality of today's workforce. "This issue has been continually on our minds," noted school spokesman and professor F. Warren McFarlan, who called the move "an extremely important change" to reflect managerial reality and, in the longer term, potentially to highlight differences in management style between men and women.^{32,33} Much of the importance stems from the fact that HBS distributes over 6 million copies of its case studies to business schools worldwide, lending global education implications to the initiative.

A group of female executives—called the Committee of 200—hopes to rectify the situation by offering its networking muscle to identify potential cases from its contacts in the business world. In addition, the Committee of 200 matched a \$250,000 grant from member Marjorie Alfus to develop new cases featuring women executive decision makers. HBS then matched that \$500,000—bringing the total funds available to \$1 million. (The school typically spends \$25,000 to research and write one case study.³⁴)

As of this writing, the first cases from the initiative have been completed. According to Harvard’s Professor Hart, 15 women leading large companies or divisions of companies have been identified for additional cases. “The subject is not the person—it’s the business issue,” she remarked in an interview.³⁵ Still, change cannot come soon enough. Even Hart struggles to find cases that highlight female decision makers: Of the 29 case studies Hart uses in the non-core Strategy courses she teaches, only 5 include women as central management figures.³⁶

Analysis of Six Core Corporate Strategy Syllabi

Hypothesis & Methodology

Based on our educational experience as UMBS MBA candidates and on discussions with students and professors,³⁷ we hypothesized that women—as corporate managers and primary decision makers—are under-represented in core Corporate Strategy syllabi.

We focused on Corporate Strategy because, as mentioned in the introductory section, this discipline emphasizes ways to improve overall firm performance from a general management perspective that incorporates other disciplines taught in MBA programs. In addition, core Corporate Strategy classes represent most students’ introduction to a business school’s curriculum. Based on prior work and/or academic experience, students tend to be granted waivers in disciplines such as Statistics, Marketing, Accounting, Finance, and Operations—but generally not to Corporate Strategy classes.

In gathering data for our study, we:

1. **Selected schools for analysis.** We identified five (co-educational) graduate business schools generally considered among the best in the nation (“the top five”) in addition to the Simmons College Graduate School of Management, the only all-women’s graduate business school. These schools are listed in Table 1.

Table 1: Schools Analyzed	
<i>Top Five Business Schools</i>	Harvard University (HBS) Northwestern University (Kellogg) Stanford University (Stanford) University of Michigan (UMBS) University of Pennsylvania (Wharton)
<i>All Women's Business School</i>	Simmons College Graduate School of Management (Simmons)

2. **Obtained all cases used in the schools' core Corporate Strategy classes for MBA students of the Class of 1998.**
3. **Analyzed cases with the following data points in mind:**
 - a. Protagonists/central decision makers
 - b. Protagonists' company industry
 - c. Case author(s)
 - d. Case supporting author(s)

Findings

In seeking to confirm or to deny our hypothesis, we set out to answer two overarching questions—and found the following answers:

1. **Do the schools' Corporate Strategy case syllabi accurately reflect the proportion of women who hold corporate management positions with central decision-making authority—and does this correlate with the schools' proportion of enrolled female students?** Clearly not. As Table 2 indicates, not one of the cases used by the top five schools, which have similar proportions of female MBA students,³⁸ features a female protagonist as the key decision maker. (Raw data for our findings are presented in Appendix 1.)

Case Protagonist Breakout by School

School	# Female Protagonists
Harvard University (HBS)	0
Northwestern University (Kellogg)	0
Simmons College Graduate School of Management (Simmons)	3*
Stanford University (Stanford)	0
University of Michigan (UMBS)	0
University of Pennsylvania (Wharton)	0

* Despite repeated efforts to obtain all Simmons cases, the school only released 7 of 16 teaching materials.

Although Simmons' Corporate Strategy class includes three cases with female protagonists, it is interesting to note that two of the cases—*Estee Lauder* and *The Lyric Dinner Theater*—involve nontraditional, stereotypically female lines of business. The *Estee Lauder* "case" is actually a chapter from the cosmetic magnate's autobiography. Unfortunately, the third case with a leading female role, *Techmatic*, was written by a Simmons professor and is not available for distribution to other schools.

2. **Does gender of the cases' authors and supporting authors lead to a realistic representation of female central decision makers?** Tables 3a & 3b detail the percentage of cases with female decision makers with respect to case authorship. For instance, of the 33 cases with 100% male authorship, 1 (or 3.0%) included a woman as the central management figure; similarly, 1 out of 12 cases (8.3%) with 100% female authorship included a woman as the central management figure.

<i>Table 3a: Case Protagonist Breakout by Case Author</i>			
% Female Case Authors	# of Cases	# Female Protagonists	% of Cases with Female Protagonists
0%	31	1	3.2%
33%	1	0	0.0%
50%	2	1	50,0%
100%	7	1	14,3%
unknown	2	0	0.0%
<i>Table 3b: Case Protagonist Breakout by Case Research Associate</i>			
% Female Research Associates	# of Cases	# Female Protagonists	% of Cases with Female Protagonists
0.0%	16	1	5.6%
33.0%	3	0	0.0%
50.0%	3	0	0.0%
100.0%	2	0	0.0%
none	17	2	11.8%

Because we identified only three cases with female protagonists serving as key decision makers, meaningful conclusions cannot be drawn with respect to the author/supporting author factor. Nevertheless, our findings accentuate those of an extensive study undertaken by the University of Virginia's Darden Graduate School of Business Administration. The study, *Establishing the Diversity Case Bank: A Resource of the Darden Case Bibliography*, analyzed on variety of levels the content of 1314 cases and videotapes used in case course by Darden faculty (see Appendix 2). A female decision maker appeared in only 133 cases (approximately 10%), while women represent 31% of Darden's student body and hold over 40% of management positions in the industries discussed in those cases.³⁹

Our findings confirm what researchers at Darden identified and the Committee of 200 initiative seeks to change: Business school cases depicting women as protagonists in leadership positions are woefully lacking. Fresh cases need to be written that feature women in such roles in proportion to workforce demographics to the greatest extent possible. New

cases will aid faculty members who are committed to correcting under-representation in their syllabi—as will resources to help them identify extant cases with female protagonists.

One possible resource we found is the "Women in Management Cases" website (web.bentley.edu/main/reference). Compiled by Judith R. Gordon (Associate Professor of Management, Boston College), Diane M. Kellogg (Associate Professor of Management, Bentley College), and Patricia M. Flynn (Dean, Graduate School of Business Administration, and Professor of Economics, Bentley College), the website serves as an annotated bibliography of business cases featuring women in positions of management, leadership, or decision making. The resource includes over 200 cases—mostly falling in the realm of Organizational Behavior—and lists publishers of the cases. Appendix 3 provides a sample from this site.

The 133 cases in Darden's case bibliography that include women as primary decision makers are included in Appendix 2. However, a thorough review of the cases' abstracts found that relatively few of the cases will be appropriate for inclusion in a core Corporate Strategy class. Only four are categorized "business policy," with the remaining 129 focusing narrowly on specific business disciplines (e.g., Marketing or Operations Management).

Recommendations

Given the proportion of women managers in U.S. corporations, the literature on learning styles, and our content analysis of Corporate Strategy syllabi from six business schools, we are compelled to implore UMBS faculty (and their peers at other institutions) to use more cases that feature women as central management decision makers. Corollaries to our overarching recommendation are the needs to:

1. **Create a sense of urgency.** This endeavor is an opportunity for UMBS to bolster its initiative to become the business school of choice for women. By demonstrating a curricular commitment to diversity, UMBS will be better able to deliver on a "business imperative"⁴⁰ to teach its students with cases that depict how all types of persons deal with managerial problems. Although case publishing schools such as HBS and Darden have the means to classify cases in their libraries on, say, a gender-protagonist basis, the crucial issue remains *implementation* of gender-balanced syllabi. UMBS can still take the lead in this regard, and be recognized for doing so.
2. **Provide incentives to faculty to develop balanced syllabi.** Even the best intentioned faculty can fail to take action. Thus, it is appropriate for incentives to be put in place. For example, Dean White or the Teaching Committee could review a copy of the syllabus for each case-based course, requesting that cases with female protagonists be highlighted. New courses could be denied a place in the curriculum if they do not include balanced

syllabi, and recurrent courses could be given two cycles to bring balance into their syllabi.

3. **Provide faculty with the requisite resources to develop balanced syllabi.** Faculty are severely time constrained, to say the least. Finding new cases to teach—and then generating a lesson plan to teach them—will indeed be time consuming. HBS Professor Hart noted that current turnover of cases is just 10%-15% per session, and that those cases replaced are done so only as they become out-of-date.

To begin with, it might be necessary to hold a faculty workshop to reiterate the importance of the issue at hand and to provide direction for thoughtful integration of new cases. However, based on interviews with various faculty members, such a workshop might be lightly attended if it is not made mandatory.

Funding could be provided to hire a research assistant to identify relevant cases to mitigate gender imbalance in case-based syllabi, and a UMBS database could be created and maintained. The Bentley and Darden resources alluded to in this report provide a starting point. In addition, alternative resources may be available. Appendix 4—prepared expressly for UMBS at our request—presents abstracts of cases used at Harvard's Kennedy School of Government that feature female protagonists.

4. **Encourage faculty to use cases developed by students.** This initiative could be launched in the spirit of the Committee of 200 endeavor. Not only would students benefit by conducting original research on intriguing business situations, but they would also be afforded the opportunity to contribute to the education of their peers. Implementing this recommendation should leverage the resources of the Office of Alumni Relations and of Michigan Business Women by putting students in touch with alumni who would be willing to serve as case protagonists under faculty supervision.

Concluding Remarks

The under-representation of female protagonists in business school cases is a critical issue for UMBS. Cases play an integral role not only in the education of business school students, but also in the development of students' perceptions about the business world. UMBS will greatly benefit from the implementation of our recommendations, both in terms of educational innovation and the "business school of choice" initiative. We hope that this report provides inspiration to make progress in delivering gender-balanced, case-based curricula to today's business students—and tomorrow's leaders.

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- ⁴ Phrase used by Leo I. Higdon Jr., outgoing dean of the University of Virginia's Darden Graduate School of Business Administration, on Diversity Day: March 29, 1996.
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²⁰ Dole JA, Sinatra GM. Social psychology research on beliefs and attitudes: implications for research on learning from text. In: Garner R, Alexander PA, eds. *Beliefs about Text and Instruction with Text*. Hillsdale, NJ: Lawrence Erlbaum Associates; 1994: 245-246.

²¹ Belenky Field M, Clinchy McVicker B, Goldberger Rule N, Tarule Mattuck J. Women's Ways of Knowing: The Development of Self, Voice, and Mind. New York, NY: Basic Books Inc; 1986:112-113. *One dichotomy of learning styles classifies persons—male and female—as either "separate knowers" or "connected knowers." The latter believe that the most trustworthy knowledge comes from personal experience rather than the pronouncements of authorities. "*

²² Belenky Field M, Clinchy McVicker B, Goldberger Rule N, Tarule Mattuck J. Women's Ways of Knowing: The Development of Self, Voice, and Mind. New York, NY: Basic Books Inc; 1986: 1.

²³ Belenky Field M, Clinchy McVicker B, Goldberger Rule N, Tarule Mattuck J. Women's Ways of Knowing: The Development of Self, Voice, and Mind. New York, NY: Basic Books Inc; 1986: 113.

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³⁷ In addition to the classes we have taken, "our experience" refers to countless discussions with faculty members and MBA candidates from various business schools—including UMBS, the University of Pennsylvania (Wharton), Dartmouth College (Tuck), Duke University (Fuqua), Northwestern University (Kellogg), Stanford University, the Massachusetts Institute of Technology (Sloan), and Harvard University.

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³⁹ *Establishing the Diversity Case Bank: A Resource of the Darden Case Bibliography*. Charlottesville, Va: Darden Graduate School of Business Administration; 1997: 6.

⁴⁰ Phrase used by Leo I. Higdon Jr., outgoing dean of the University of Virginia's Darden Graduate School of Business Administration, on Diversity Day: March 29, 1996.

⁴¹ Personal communication with Myra Hart, Assistant Professor of Entrepreneurship, Harvard Business School: Apr 15, 1998.

APPENDIX 1

DATA

FULL NAME	COPY-RIGHT	PUBLISHER	CASE NUMBER	AUTHOR				SUPPORTING AUTHOR				DECISION MAKER			
				Male	Female	% Fem	Unkn.	Male	Female	% Fem	Unkn.	Male	Female	% Fem	Unkn.
1. Apple Computer 1992	1992	Harvard Business School (HBS)	9-792-081	1	0	0	0	2	0	0	0	1	0	0	0
2. The Life of a CEO	12/1/95	NY Times	n/a	1	0	0	0	0	0	-	0	1	0	0	0
3. Bain & Company, Inc.: Growing the Business	6/12/05	HBS	9-391-069	1	0	0	0	1	0	0	0	1	0	0	0
4. Becton Dickinson's "Strategic, Operational and Financial" Process	6/16/05	HBS	9-195-139	1	0	0	0	1	0	0	0	2	0	0	0
5. Ben & Jerry's Homemade Ice Cream Inc.: Keeping the Mission(s) Alive	1991	HBS	9-392-025	1	0	0	0	0	1	1	0	1	0	0	0
6. Bendix Corporation	1978	HBS	9-378-257	2	0	0	0	0	0	-	0	1	0	0	0
7. Benetton S.p.A.	1988	HBS	9-389-074	2	0	0	0	1	0	0	0	1	0	0	0
8. BIC Pen Corporation	1974	HBS	374-305	0	1	1	0	1	0	0	0	1	0	0	0
9. British Satellite Broadcasting vs. Sky Television	1993	HBS	9-794-031	1	0	0	0	1	0	0	0	0	0	-	0
10. CF Motor/Freight in 1992	1993	HBS	9-793-100	0	1	1	0	1	1	0.5	0	2	0	0	0
11. Chrysler in the U.S. Auto Industry: 1921-1980			n/a	-	-	-	-	-	-	-	-	1	0	0	0
Chrysler in Crisis			n/a	-	-	-	-	-	-	-	-	1	0	0	0
12. Club Mediterranee	1978	HBS	9-579-061	-	-	-	-	-	-	-	-	1	0	0	0
13. Cola Wars Continue: Coke vs. Pepsi in the 1990s	1994	HBS	9-794-055	0	1	1	0	1	0	0	0	2	0	0	0
14. Cooper Industries' Corporate Strategy	1991	HBS	9-391-095	1	0	0	0	1	0	0	0	1	0	0	0
15. Crown Cork & Seal in 1989	1993	HBS	N9-793-035	0	1	1	0	1	0	0	0	1	0	0	0
16. De Beers Consolidated Mines Ltd.	1990	HBS	9-391-076	1	0	0	0	1	0	0	0	1	0	0	0
17. EDS Information Technology Outsourcing	1993	Stanford	SM-3	2	0	0	0	1	0	0	0	1	0	0	0
18. Estee: A Success Story, Chapter 10	1985	Random House	n/a	0	1	1	0	0	0	-	0	0	1	1	0
19. The Ethyl Corporation in 1979	1987	HBS	9-388-075	2	0	0	0	0	0	-	0	0	0	-	0
20. Executone Information Systems, Inc.	1993	HBS	9-793-140	0	2	1	0	1	0	0	0	1	0	0	0
21. General Electric Strategic Position - 1981	1981	HBS	381-174	2	0	0	0	0	0	-	0	2	0	0	0
22. General Electric, 1984	1985	HBS	9-385-315	2	1	0.33333	0	0	0	-	0	1	0	0	0
23. General Electric vs. Westinghouse in Large Turbine Generators	1980	HBS	9-380-128	2	0	0	0	0	0	-	0	0	0	-	0
24. Georgia-Pacific Corporation: Corporate Strategy	1981	HBS	9-391-174	1	0	0	0	1	0	0	0	1	0	0	0
25. Honda	1983	HBS	9-384-049	1	0	0	0	0	1	1	0	1	0	0	0
26. Hudepohl Brewing Company	1980	HBS	381-092	1	0	0	0	0	0	-	0	1	0	0	0
27. Internationalizing the Cola Wars: The Battle for China and Asian Markets	1995	HBS	9-795-186	2	0	0	0	0	0	-	0	1	0	0	0

	FULL NAME	COPY-RIGHT	PUBLISHER	CASE NUMBER	AUTHOR				SUPPORTING AUTHOR				DECISION MAKER				
					Male	Female	% Fem	Unkn.	Male	Female	% Fem	Unkn.	Male	Female	% Fem	Unkn.	
28.	Lyric Dinner Theater	1985	HBS	9-386-056	1	0	0	0	1	0	0	0	0	1	1	0	0
29	Mark Twain Bancshares, Inc.	1984	HBS	9-385-178	1	0	0	0	1	0	0	0	1	0	0	0	0
30.	Meeting for a Need: Jerry Abramson and Citywork in Louisville, Kentucky	1992	Kennedy School of Govt.	C16-92-1155.00	1	0	0	0	1	0	0	0	1	0	0	0	0
31	Microsoft, 1995	1995	HBS	9-795-147	1	0	-	1	1	1	0.5	0	1	0	0	0	0
32.	Monsanto's March into Biotechnology	1990	HBS	9-690-009	1	1	0.5	0	0	0	-	0	1	0	0	0	0
33.	Nintendo and Its Three Video-Game Systems: The Technology and the Business of Fun	1994	HBS	9-594-120	0	0	-	1	0	0	-	0	1	0	0	0	0
34.	Novo Industri	1989	HBS	9-389-148	1	0	0	0	1	0	0	0	1	0	0	0	0
35	Nucleon, Inc.	1991	HBS	9-692-041	1	0	0	0	0	0	-	0	2	0	0	0	0
36	Nucor at a Crossroads	1992	HBS	9-793-039	2	0	0	0	2	1	0.33333	0	1	0	0	0	0
37	Owens-Corning Fiberglas Corporation Commercial Roofing Division	1982	HBS	9-383-040	1	0	0	0	1	0	0	0	0	0	-	0	0
38	Partners HealthCare System, Inc.	1996	HBS	9-595-062	0	1	1	0	1	0	0	0	1	0	0	0	0
39	People Express	1983	HBS	483-103	0	1	1	0	1	0	0	0	1	0	0	0	0
40.	Prelude Corporation	1972	HBS	373-052	1	0	0	0	3	0	0	0	1	0	0	0	0
41.	Prochnik: Privatization of a Polish Clothing Manufacturer	1993	HBS	9-394-038	1	0	0	0	2	0	0	0	1	0	0	0	0
42	Rockwell International: Municipal and Utility Division	1982	HBS	383-019	0	1	1	0	1	0	0	0	2	0	0	0	0
43	Saturn: A Different Kind of Car Company	1994	HBS	9-795-010	1	0	0	0	1	1	0.5	0	1	0	0	0	0
44.	The Seven-Up Division of Philip Morris	1985	HBS	9-385-321	1	0	0	0	2	1	0.33333	0	0	0	-	0	0
45	Smashing the Cube: Corporate Transformation at Ciba-Geigy, Ltd.	1995	HBS	9-795-041	0	1	1	0	1	0	0	0	2	0	0	0	0
46	Steuben Glass	n/a	Simmons	n/a	0	1	1	0	0	0	-	0	1	0	0	0	0
47	Sunrise Medical, Inc.'s Wheelchair Products	1993	HBS	9-794-069	0	1	1	0	0	1	1	0	1	0	0	0	0
48.	Technatic: Last Year's Plan	n/a	Simmons	n/a	1	1	0.5	0	0	0	-	0	0	1	1	0	0
49.	The USA Today Decision: Making Headlines Across the Nation	1991	HBS	9-792-030	1	0	0	0	1	0	0	0	1	0	0	0	0
50	USX Corporation	1996	HBS	9-296-050	2	0	0	0	0	0	-	0	1	0	0	0	0
51	Wal-Mart Stores, Inc.	1994	HBS	9-794-024	1	0	0	0	2	1	0.33333	0	3	0	0	0	0
52	Wal-Mart Stores' Discount Operations	1986	HBS	9-387-018	1	0	0	0	0	0	-	0	1	0	0	0	0

APPENDICES 2A & 2B

**EXCERPTS FROM
"ESTABLISHING THE
DIVERSITY CASE BANK:
A RESOURCE OF THE
DARDEN CASE BIBLIOGRAPHY"**

APPENDIX 2A: TEXT FROM THE DARDEN RESOURCE

ESTABLISHING THE DIVERSITY CASE BANK

ELIZABETH A. POWELL, CHAIR¹

Recently, Dean Leo I. Higdon, Jr. and the Darden Equity Council renewed interest in developing a resource called the Diversity Case Bank. The purposes of the Diversity Case Bank are to (1) define what Darden means by diversity, (2) demonstrate Darden's commitment to improving its representation of diversity in its case materials, (3) centralize and provide easy access to diversity-related case materials produced at Darden, and (4) inspire new case development and research devoted to diversity.

This report is intended to acknowledge the progress we have made and to encourage ourselves to continue developing our responsiveness to diversity. In general, Darden already has a significant number of cases which are devoted to diversity in some way. However, in particular, there are areas, topics, and protagonists that we can cover better with respect to diversity. To charter and perpetuate the Diversity Case Bank, this report presents a comprehensive plan that

- defines what diversity means in the context of business
- collects and evaluates our current case resources
- establishes the Diversity Case Bank as a source for internal and external users
- creates an infrastructure that will perpetuate the Diversity Case Bank
- provides the means for growing additional Diversity Case Bank resources.

I. DEFINING DIVERSITY

Diversity in Context

Dean Higdon recently explained to first-year MBA students that Darden's commitment to diversity is a business imperative and integral to the school's mission. The goal of our commitment to diversity, he said, "is not about advantages for one group over another. . . . It is about inventing a new heterogeneous culture that respects difference to foster cooperation and achieve management objectives."²

As we end this century, U.S. and global workforces are becoming increasingly diverse in terms of abilities, gender, ethnicity, sexuality, and socio-economic origins. Simultaneously, technology and the world political economy have opened new markets, requiring businesses to become increasingly international and entrepreneurial. Indeed,

¹ Many thanks to primary researcher Supriya Desai, MBA '95. Elaine Moran and Sheila McMillen also provided research assistance.

² Leo I. Higdon, Jr., Remarks on Diversity Day, March 29, 1996.

managers need to find new strategies of leadership to respond well to both the diversifying workforce and the diversity of business.

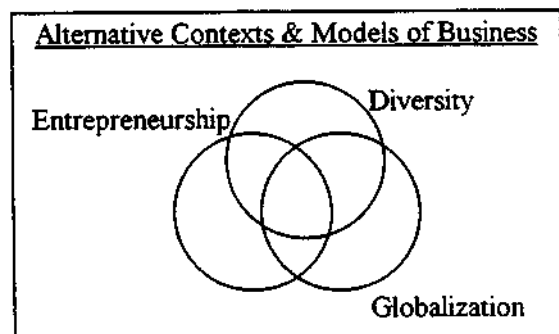
One of Darden's main responsibilities is to prepare its students for the future conditions of business. While men who are Caucasian will continue to enter the workforce, we also need to provide cases that depict how other types of people deal with managerial problems. While U.S. corporations will continue their high profile in business, we also need to provide cases that depict alternative contexts and models of business whether small scale or international. At present, accomplishing this is challenging, for we need case materials that represent the ranges of workforce diversity and business practices even as they are developing and in flux.

What Do We Mean by "Diversity"?

While diversity denotes "difference," it also means "variety and multiformity."³ We began with the observation that the mainstream depiction in our case material is of Caucasian male managers in corporate America; therefore, we first defined diversity as whatever was different than that model. However, defining diversity as the opposite of mainstream does not fully satisfy the meaning of diversity. Therefore, we further defined diversity to mean the variety of people in and contexts and models of business. In addition, we recognized that there are recurring issues related to diversity, ranging from the interpersonal to the ethical realms.

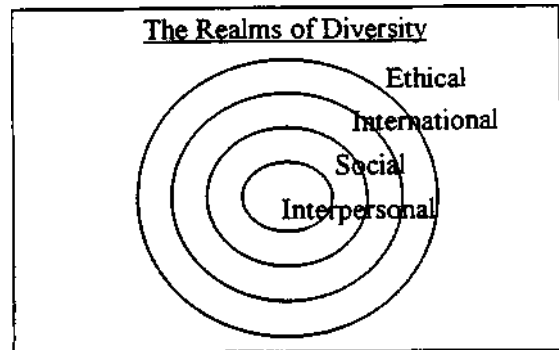
Identifying the variety and multiformity of mainstream alternatives led us to conceptualize our definition of diversity in three ways. First, we identified different types of protagonists who have been historically underrepresented in leadership positions. Naming these was relatively straightforward, because we could rely upon established demographic categories, such as Female or African-American.

Second, we conceptualized alternative contexts and models of business by recognizing that diversity overlaps with two other business trends: globalization and entrepreneurship. The Venn diagram to the right illustrates these overlaps.



³ "Diversity," American Heritage Dictionary, 1983 ed.

Third, we envisioned a core of interpersonal diversity issues surrounded by social, international, and ethical diversity issues. The concentric circles to the right illustrate our model. Core diversity topics would begin, for example, with Diversity in the Workplace and expand through Business and Society, Cross-cultural Relations, and Social Responsibility.



In summary, the labels "diverse" or "diversity" were used in this project to identify any of the following:

- **Protagonists** who have been historically underrepresented in leadership roles. The primary teaching objective of representing a diverse protagonist is exposing students to constructive female or minority role models whether a diverse protagonist's identity is problematic or not. To be sure, seeing, and potentially identifying with, women and minorities as they competently perform their jobs is as important a diversity lesson as learning about the diversity-related issues that often come up for these groups of people.
- **Alternative Contexts and Models of Business** such as international or small business. The teaching objectives of these types of cases may be numerous and may include varying degrees of emphasis upon diversity as a case issue. Because alternative contexts and models of business may raise practical and diversity issues not found in corporate America, this definition of diversity is intended to broaden the range of business issues to which students are exposed and to keep pace with the evolution of business.
- Diversity-related **Issues** related to the diversification of the workforce and models of business, such as Discrimination, Work-Family Issues, Community Relations, or Cross-cultural Relations. Diversity-related issues may figure centrally or marginally in a particular case. Nevertheless, the advantage of teaching cases containing diversity-related issues is exposing students to business issues within the context and complexity of the human issues of business.

Because the "mainstream" has been so well represented and documented, it has been excluded from this project. Nevertheless, in the true meaning of diversity, an ultimate goal for the future may be to reincorporate the "mainstream" as one among many diverse models.

II. COLLECTING & EVALUATING OUR RESOURCES

Our first step in establishing the Diversity Case Bank was to inventory the current resources on hand in the Darden Case Library. By reviewing and indexing the *Darden Case Bibliography*, we have identified diversity-related cases and videotapes and have created a special subject index of the Diversity Case Bank. With this information, we have been able to evaluate our assets accurately.

Scope of this Study

We limited our examination of Darden's case offerings to the materials available in the published *Darden Case Bibliography* for several reasons. First, the *Bibliography* is kept current and is a quarter of the size of the entire Darden Case Library, which contains many outdated materials.⁴ Second, the *Bibliography* is marketed to internal and external users, so focusing on it would allow us to impact a wide range of constituencies in a relatively short period of time. And third, the *Bibliography* contains material which is to some extent "tested." That is, each case has met the criteria for inclusion in the *Bibliography*: (1) the case is accompanied by a teaching note, (2) a company release, if needed, has been obtained, (3) the case has been reviewed by a Darden editor, and (4) the case has been taught at least once.

Classifying the *Bibliography*

As we reviewed cases and videotapes in the *Bibliography*, we included those that fell within the definition of diversity described in this report. We also generated a Diversity Subject Index of those materials. The subject headings were developed by querying interested faculty, consulting the Harvard Case Bibliography, and observing themes in our sample. See Exhibit 1 for a list of subject headings used to index the *Bibliography*. Additional subject headings can and should be added as we further develop diversity-related materials.

Diversity Case Bank cases and videotapes were logged into a computer spreadsheet by author, title, DEMS code, year of publication, and with up to six diversity-related topics (see Exhibit 2). The Diversity Subject Index is attached in Exhibit 3.⁵

⁴ In the interest of efficiency and given case users' and readers' preference for current case material, we further limited this study to those materials written in the last ten years (1986-1996). This limitation reduced the total number of cases examined in the *Bibliography* by only 200, from approximately 1300 to 1100. However, for a later analysis, this limitation reduced significantly the number of cases we needed to review in the remainder of the Library.

⁵ The Diversity Subject Index and its statistics include materials indexed for this study as well as a few cases written before 1986 that were already listed under diversity-related subjects in the *Bibliography's* regular subject index.

Analyzing Our Assets

Out of the 1314 cases and videotapes in the 1996-97 *Darden Case Bibliography* indexed for the Diversity Case Bank, 440 (or 33%) were identified as being diversity-related and belonging in the Diversity Case Bank. This percentage was actually higher than we expected. Most likely our broad definition of diversity and the large number of international cases explain why this percentage is high. Nonetheless, closer analysis of the contents of the Diversity Case Bank reveal interesting results.

International Cases

In terms of diversity, we seem to be doing best in the international category. Of all materials in the Diversity Case Bank, 53% are set in an international context. Of all *Bibliography* materials, 18% are set in an international context. International cases broke out by region as follows:

Table 1
International Cases by Region

Region	Cases in Bank	% of Cases in Bank
Africa & Middle East	12	5%
Asia	54	23%
Australia, Canada & New Zealand	9	4%
Eastern Europe	26	11%
Europe	67	29%
General	34	15%
Latin America	19	8%
Russia	11	5%
Total	232	

Looking at our holdings critically, most of our international cases are set either in Western Europe or the Pacific Rim. More cases set in the continents of Africa and South America and countries such as Mexico, Russia, and China are needed. In addition, while 232 cases are set in international contexts, that means that 208 are set in domestic contexts. Domestic diversity cases, therefore, account for 16% of the cases in the *Bibliography*. This may suggest that diversity as a domestic model or issue needs further representation and examination.

Protagonists

U.S. Caucasian males are indeed the norm in the 1996-97 *Darden Case Bibliography*. A female protagonist appeared in only 133 out of 1314 of the cases and

videotapes offered in the *Bibliography*.⁶ This figure represents only 10%, compared to the representation of women in our MBA student body (31%) and to the representation of women in some industries' management (40%). A somewhat heartening finding is that of those 133 cases featuring female protagonists, the vast majority feature them in primary or co-decision-maker's roles.⁷

Non-white or foreign protagonists are rarely represented in the *Bibliography*. This group tallied as follows:

Table 2
Minority Protagonists by Type

Protagonist Type	Number in Bank
African-American	3
Asian	16
European	7
Hispanic	3
Middle Eastern/African	3
Russian	2
Total	34

Non-white or foreign protagonists were represented in only 7% of all *Bibliography* materials. African-American protagonists are a very rarely represented type at less than 1% of even the Diversity Case Bank. Compared to their 8% representation in our MBA student body and their 11% representation in the general population, our representation of this group is alarmingly low. This category is admittedly problematic, because the ethical conventions of writing restrict gratuitous identification of race. (For example, it would be unethical to racially identify a character, such as "the black accountant," unless his or her race were pertinent to case issues.) Nevertheless, we must find ethical and instructive ways of featuring diverse role models in our cases. For example, an ethical representation of a person of color would be a visual component to the case which depicts the protagonist without naming his or her racial background.

Analysis of this category emphasizes our real and urgent need to increase the number of cases depicting protagonists with diverse identities. As an initial guideline, we should work toward representing protagonists in correspondence with recent profiles of

⁶ To put the proportion of this statistic into perspective, we currently have 1181 male protagonists to 133 female protagonists; compare how noticeable this difference would be if we had 1181 female protagonists and only 133 male protagonists.

⁷ In a separate study conducted for Diane Kellogg, a professor at Bentley College, we found that of the female protagonist cases, 95 featured the female as the primary decision-maker, 32 featured her as the co-decision maker, 6 featured her as a secondary decision maker, and 12 featured her in a non-decision-making role.

our MBA population: 31% female, 13% international, and 17% minority (including 8% African-American, 6% Hispanic, 3% Asian, and 1% Native American).

Course Area

As one might expect, some course areas have higher numbers or higher percentages of diversity cases depending upon either the productivity of the course area or the area's inherent interests in diversity topics. A simple tally of diversity cases by course area with the percentage of diversity cases per course area demonstrates the relative contribution of each course area to the Diversity Case Bank:

Table 3
Relative Contribution to Diversity Case Bank by Course Area

Course Area	Cases in Bib.	Diversity Cases	% Diversity Cases
Accounting	103	27	26%
Business Communication	14	6	43%
Business Policy	89	28	31%
Computer	3	0	0%
Ethics	49	29	53%
Finance	268	85	32%
General	96	67	70%
Human Resources	4	2	50%
Information Technology	2	0	0%
Marketing	133	39	29%
Non-Profit Organizations	12	12	100%
Operations Management	254	56	22%
Organizational Behavior	109	36	33%
Pedagogy and Higher Education	19	1	5%
Personal Assessment & Career Strategies	15	7	47%
Quantitative Analysis	94	22	23%
Videotapes	50	23	46%
Total	1314	440	33%

It is interesting to note that in those course areas that dominate the *Bibliography* there are higher numbers but lower percentages of diversity-related cases. On the other hand, some of the smaller course areas, with percentages higher than the overall 33%, also contribute significantly to the Diversity Case Bank.

The analysis by course area suggests some possible areas of improvement. While it would be easy to say that diversity naturally comes up in the so-called "soft" course areas more so than the so-called "hard" course areas, that assumption overlooks the importance of teaching diversity lessons and role models across industries and

management functions. In addition, there is potentially an opportunity cost for those areas which have a natural proclivity toward diversity; that is, other important subjects may not be covered, because faculty in these areas feel especially responsible for representing diversity in our offerings. A goal may be to look for creative ways to share the responsibility of diverse representation across course areas.

HL ESTABLISHING THE DIVERSITY CASE BANK

To assist the public and internal users of the Darden Case Bibliography in reaching diversity-related cases quickly and efficiently, we have worked with Ann Morris and Elaine Moran in DEMS to implement the following improvements for the upcoming *Darden Case Bibliography 1996-97*.

1. **Integrate the Diversity Subject Index** into the regular subject index for the entire *Darden Case Bibliography*.
2. **Use a special symbol** in the abstracts section of the *Darden Case Bibliography* to identify diversity-related cases (**• DIVERSITY**).
3. **Include a brief explanation of the diversity symbol** in the front matter of the *Darden Case Bibliography*.
4. **Prepare a separate mini-bibliography of the Diversity Case Bank** to be used for targeted promotions whether internal or external.

IV. PERPETUATING THE DIVERSITY CASE BANK

To insure that the efforts put into this project are sustained, we have recognized that we must also create a system that will perpetuate the future growth of the Diversity Case Bank. Creating such a system dovetails with efforts already being made in DEMS to update and standardize indexing of the *Darden Case Bibliography* and Library; a side benefit of this study is that it has piloted a system for indexing Darden's cases. We are currently working with DEMS, editing, word processing, and computing to enact the following changes.

1. **Add diversity topics to "keyword" list** used to identify index headings and entries. A list will be circulated in the near future.
2. **Update the Case Registration form** to include a section for specifically identifying diversity cases. Information gathered from this form could be used to track the progress of efforts to increase diversity in case writing and to aid future indexing.

exceptional casewriter, Sheila McMillen, whose resume is attached in Exhibit 4. Faculty who are interested in funding assistance should submit a proposal to Robert Spekman. Priority will be given to proposals that address diversity substantively and to those course areas which need to improve their percentage of diversity-related cases. Elizabeth Powell is available to assist faculty in developing the diversity-related issues of their cases. Some simple suggestions for "diversifying" case materials appear in Exhibit 5.

CONCLUSION

The results of this study are positive. Approximately one third of the cases in the *Darden Case Bibliography* are diversity-related. But clearly there are areas which we need to improve upon, particular in terms of protagonists. As a community we need to represent and use diversity in our materials not only as a matter of conscience, but as a reflection of our leadership excellence in business education. As an institution we are creating an infrastructure and devoting resources to building diversity-related materials. Darden can turn what was once a liability into a strength. With persistent effort, one day Darden could be known and celebrated for its commitment to diversity.

APPENDIX 2B: "DIVERSE PROTAGONIST, FEMALE" CATEGORY

Diverse Protagonist!,
Female
(New Subject)

C-1087	A. H. Robins Company - Inventory (B)
M-0398	Advanced Telephone: The Work-At-Home Market
C-2040	American Toy Company - The Zapper
OB-0443	Astral Records Ltd., North America
F-0602	Austin, Ltd.

*1996-97 Darden Case Bibliography**Diversity Subject Index*

- OM-0650 Bankers Trust Bond Payment Service
- F-1027 Bayern Brauerei
- OM-0705 Bellair Corporation
- OM-0654 Bernard Recreational Products, Inc.
- F-0800 Blue Cross & Blue Shield Of Virginia: Cost Of Capital
- F-1039 Body Shop International Plc: An Introduction To Financial Modeling
- C-2121 Bremen Electronics (A)
- C-2122 Bremen Electronics (B)
- C-2123 Bremen Electronics (C)
- Tp 4257 Business Forum: Geraldine Laybourne
- Tp 4247 Business in Japan Series: Frances Kernodle
- OM-0690 Carol L. Carroll (A)
- OM-0691 Carol L. Carroll (B)
- PACS-0070 Carrie Baugh's Self-Assessment Paper
- PACS-0056 Carrie Baugh's Theme Implications
 - C-2105 Champion International Corporation's Hamilton Mill
- OB-0383 Cheryl Young
- Tp 8250 Clarke-American - Quality Improvement Competitions
- Tp 8251 Clarke-American - Senior Management Leadership
- C-2023 Compton Computing Systems (B)
- C-2090 Computer Peripherals, Inc. (A)
- Tp 4351 Concepts of Strategy
- BP-0353 Copeland Corporation/Bain & Company: The Scroll Investment Decision
- Tp 4352 Copeland/Bain
- E-0073 Davis Press And Meccan Madness
- OM-0058 Dayton Instruments Corporation
 - E-0099 Designtex, Incorporated (A)
 - E-0100 Designtex, Incorporated (B)
- F-0869 Edward F. Vere & Company
- OM-0724 Eli Lilly Canada
 - F-1020 Empirical Chemicals Ltd. (A): The Merseyside Project
 - F-1021 Empirical Chemicals Ltd. (B): Merseyside And Rotterdam Projects
 - F-1029 Empirical Chemicals Ltd.: Evaluation Of Financial Forecast
- E-0033 Evertson, Inc.: Employer-Sponsored Child Care
- BP-0341 Falls River
 - C-0721 Fansteel, Inc.
- OM-0742 First Commercial Bank (A)
- QA-0394 Galaxy Micro Systems (A)
- QA-0395 Galaxy Micro Systems (B)
- F-0965 Gallery Of Furs, Inc.: Fur Industry Merger Exercise
- OB-0437 GE Fanuc North America (A)
- E-0090 General Motors (D): The PICOS Team
- F-0703 General Motors Corporation: Macroeconomics & Competition (A)
- F-0704 General Motors Corporation: Macroeconomics & Competition (B)
- F-0705 General Motors Corporation: Macroeconomics & Competition (C)

1996-97 Darden Case Bibliography

Diversity Subject Index

- C-2104 Giberson Art Glass
- F-0784 Gifford Bunsen & Company
- OM-0710 Gilbert Paper Company
- OM-0711 Gilbert Paper Company (B): Sales Service Department
- G-0292 Gosiger Incorporated
- C-2072 Greater Southeast Community Hospital
- OM-0744 Harrison Electronics, Inc.
- QA-0268 Hightower Department Stores: Imported Stuffed Animals
- Tp 5537 Hudson Seafood
- E-0083 Indonesia And The Earth Summit
- F-0936 Ito's Dilemma (A)
- F-0937 Ito's Dilemma (B)
- F-1066 Ito's Dilemma (C)
- BP-0330 Jackie Woods (A)
- BP-0331 Jackie Woods (B)
- Tp 8247 Jackie Woods - Co-Workers' Views
- Tp 8246 Jackie Woods - Family Views and Schedule
- Tp 8245 Jackie Woods - Personal Views
- QA-0380 Jade Shampoo (A)
- QA-0454 Jade Shampoo (B)
- PACS-0022 Jewel Savadelis (A)
- PACS-0020 Jewel Savadelis (B)
- PACS-0021 Jewel Savadelis (C)
- F-1043 Joint-Venture Negotiating Committee: Slavagrad Government Of Euroslavia
The Gm-Euroslavia Joint-Venture Investment Simulation
- F-1068 Joint-Venture Negotiating Committee: Slavagrad, Government Of Euroslavia
(Anna Krzykowiak)
- PACS-0024 Judy Moore (Mrs. Tom Curren)
- F-1108 Kingston-Murray Enterprises
- F-0673 L. S. Starrett Company
- QA-0389 Marriott Rooms Forecasting
- F-0609 Martha Morgan's Interviews
- F-0610 Martha Morgan's Other Interviews
- F-0983 Mead Corporation: Corrugated Cleaning System Upgrade Project
- F-0982 Mead Corporation: Cost Of Capital
- OM-0646 Merit HMO
- F-0678 Merit Marine Corporation
- M-0360 Mexican Fine Arts Center Museum
- OM-0713 Momma's Pizza (A)
- OM-0714 Momma's Pizza (B)
- M-0183 Morrison Publishing Company (A)
- M-0184 Morrison Publishing Company (B)
- M-0185 Morrison Publishing Company (C)
- Tp 4363 Park Nicollet
- C-2093 Peerless Paint Company (B)
- G-0404 Pharmacal Corporation (Soviet Version)

1996-97 Darden Case Bibliography

Diversity Subject Index

- QA-0339 Piedmont Airlines: Discount Seat Allocation (A)
- QA-0340 Piedmont Airlines: Discount Seat Allocation (B)
- OM-0794 Plastique, Incorporated
 - F-0931 Procter & Gamble: Cost Of Capital
- E-0048 Quick Cook Ovens: A Public Relations Perspective
- C-2112 San Antonio Enterprises
- NP-0006 Second Street Gallery
 - F-0935 Sengupta Fibres Ltd.
- Tp 8272 Shiseido Cosmetics
- QA-0396 Shumway, Horch, And Sager (A)
- QA-0397 Shumway, Horch, And Sager (B)
- QA-0353 Smithson & Associates, Inc. (A)
- QA-0401 Smithson & Associates, Inc. (B)
- OM-0668 Sonoco Products Company (E)
- OM-0798 Spastic Society of Victoria
 - C-2015 Spiegel, Inc.
 - F-0955 Superior Industries, International
 - F-1041 Syracuse Electric, Inc.
 - M-0385 Terra Products, Inc. (A)
 - M-0386 Terra Products, Inc. (B)
- OM-0777 The Carlton Plant
- OM-0733 The Heat Exchanger (A)
- OM-0734 The Heat Exchanger (B)
- OM-0641 The Martin Marietta Corporation
 - C-1045 Thousand Trails, Inc. (B)
- G-0468 Tourism In Romania: An Investment Opportunity
- F-0751 Travelers Corporation
- G-0472 Treuhandanstalt: Privatization In Germany
- E-0040 U.S. Trust: Evaluating Labor Practices (Abridged)
- E-0034 U.S. Trust: Evaluating Labor Practices (Unabridged)
- OB-0436 U.S. West: The Case Of The Dinka Letters (A)
- OB-0442 U.S. West: The Case Of The Dinka Letters (B)
- M-0209 Ultra-Market, Inc.
- OM-0715 U.Va. Medical Center-The Stockless Inventory Management Decision
- M-0213 Very Thing! (A)
- F-1026 Vesuvio Fonderia S.P.A.
- OM-0712 Virginia Ambulatory Surgery Center
- QA-0453 Waite First Securities
- C-0867 Wendy's International, Inc. (A)
- F-1030 Westboro Corporation

APPENDICES 3A - 3c

**EXCERPTS FROM
"WOMEN IN MANAGEMENT"
WEBSITE**

web.bentley.edu/main/reference

APPENDIX 3A: SUMMARY OF THE BENTLEY WEBSITE

Women in Management Cases

<http://erebus.bentley.edu/main/reference/summary>

Summary

Women in Management Cases

This annotated bibliography will help you locate cases which feature women in positions of management, leadership, or decision-making. You can download the entire file and then search cases according to industry, subject, author, publisher, or key words using your own software package.

If you know of cases which should be included in the bibliography but do not appear here, please contact FKallick@erebus.bentley.edu by e-mail. Also, if you have suggestions for how we may improve the value or usefulness of the bibliography to you, please e-mail your suggestions. We will be updating the data base periodically, and plan to keep the data base as current and as helpful as possible.

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Submitted by: Charlie Bragg

Date Submitted: 07 February 1996

APPENDIX 3B: PAGE 1 OF THE ANNOTATED BIBLIOGRAPHY

Women in Management Cases: An Annotated Bibliography

<http://erebus.bentley.edu/main/reference/biblio1.html>

Women in Management Cases: An Annotated Bibliography

PREPARED BY:

Judith R. Gordon
Associate Professor of Management
Boston College

Diane M. Kellogg
Associate Professor of Management
Bentley College

Patricia M. Flynn
Dean, Graduate School of Business Administration
Professor of Economics
Bentley College

TITLE:	ACCOUNTANTS AND BUSINESS ADVISORS, INC.
YEAR:	1990
LENGTH:	11 pages
NUMBER:	9-490-033
AUTHOR:	G. Loveman
PUBLISHER:	Harvard Business School
RELATED TOPICS:	Business services, discrimination, human resource management
INDUSTRY:	Accounting

SUMMARY: Over the past several years both the share of women receiving accounting degrees and the share of women entering public accounting have risen substantially. However, the number of women holding senior positions, such as partner, remains low. This case provides data on retention of females in a large metropolitan office of a public accounting firm, asks whether the lower retention rate (relative to male associates) is a business problem for the firm, and if so, asks what the managing partner should do about it.

APPENDIX 3C: A LIST OF PUBLISHERS

Women in Management Cases

<http://erebus.bentley.edu/main/reference/publishers>

Alphabetic List of Publishers

Women in Management Cases

Publisher:

Bentley College
Management Department
175 Forest St.
Waltham, MA 02154-4705
phone: (617) 891-2112
fax: (617) 891-2896

Publisher:

Boston College School of Management
Boston College
Chestnut Hill, MA 02167

Publisher:

Clark University
950 Main Street
Worcester, MA 01610
phone: (508) 793-7431

Publisher:

Coventry (Lancaster) Polytechnic
Coventry University
Priory Street
Coventry, ENGLAND
CV1 5FB

Publisher:

Darden School of Business Administration
University of Virginia
Box 6550
Charlottesville, VA 22906
phone: (804) 924-7281

Publisher:

European Case Clearing House at Cranfield Ltd.
Cranfield,
Beds MK43 0AL,
United Kingdom
0234 750903
0234 751125

Publisher:

Women in Management Cases

<http://erebus.bentley.edu/main/reference/publisher>

European Case Clearing House at Babson Ltd.
Babson College
Babson Park
Wellesley, MA 02157 USA
phone: (617) 239-5884/6
fax: (617) 239-5885

Publisher:

Harvard Business School Publishing
Customer Service Department
Boston, MA 02163
phone: (800) 545-7685
fax: (617) 495-6985

internet: To access this catalog using a gopher client, you may gopher to HBSCAT.HARVARD.EDU. You may also access the catalog through the University of Minnesota gopher by pointing to the following menus:

- o North America
- o USA
- o Massachusetts
- o HBS PUBLISHING

If you do not have a gopher client, you may telnet to HBSCAT.HARVARD.EDU, and using capital letters, log in as GOPHER, and enter #HBSCAT# as the password.

Publisher:

Simmons College
Institute for Case Development and Research
Simmons Graduate School of Management
409 Commonwealth Avenue
Boston, MA 02215
phone: (617) 536-8289
fax: (617) 738-2909

Publisher:

Kennedy School of Government
Harvard University
79 John F. Kennedy Street
Cambridge, MA 02138

Publisher:

Lord Publishing
46 Glen Street
Dover, MA 02030

Publisher:

Primis

Women in Management Cases

<http://erebus.bentley.edu/main/reference/publishers>

McGraw-Hill, Inc.
Princeton Road, S1
Hightstown, NJ 08520
phone: (609) 426-5867 or (800) 962-9342
fax: (609) 426-5900
internet: Access is available on Compuserve, Genie, Prodigy, America on Line, BIX, and many other BBS's, as well as at institutions with direct Internet connections.
e-mail: Send a message to pubinfo@mh.com with info-request as the subject and the line send help in the body.

Publisher:
The National Education Center for Women in Business
Seton Hall College
Greensburg, PA
phone: (800) NECWB-4-U
fax: (412) 834-7131

Publisher:
North American Case Research Association
The University of Tampa
401 W. Kennedy Boulevard/Box 153F
Tampa, Florida 33606

Publisher:
Northern Illinois University
De Kalb, IL 60115

Publisher:
Stanford Business Cases
Stanford University
Graduate School of Business
Stanford, CA 94305

Publisher:
Success Unlimited, Inc.
401 N. Wabash Ave.
Chicago, IL 60611

Publisher:
Tulane Graduate School of Business Administration
6823 St. Charles Ave.
New Orleans, LA 70118
phone: (504) 865-5731

Publisher:
University of Florida

Women in Management Cases

<http://erebus.bentley.edu/main/reference/publishers>

Department of Management and Administrative Science
College of Business Administration
219 Business Building
Gainesville, FL 32611

Publisher:

University of North Carolina
Chapel Hill, NC 27514

Publisher:

Western Business School
Case and Publication Services
The University of Western Ontario
London, Ontario, Canada N6A 3K7
phone: (519) 661-3208 or (in North America only) 1-800-649-6355
fax: (519) 661-3882

internet: To access this directory using a gopher client, you may gopher to
GOPHER.BUSINESS.UWO.CA. You may also access the directory through the
University of Minnesota gopher by pointing to the following menus:

- o North America,
- o Canada,
- o University of Western Ontario;
- o UWO Facilities,
- o Departments and Association;
- o Western Business School;
- o Case and Publication Services.

If you do not have a gopher client, you may telnet to GOPHER. BUSINESS. UWO.CA,
long in as GOPHER, and enter GOPHER as the password.
e-mail: CPS@NOVELL.BUSINESS.UWO.CA

Publisher:

Workingsmarter, Inc.
Richard Harmer
141 Gloucester
Arlington, MA 02174
phone: (617) 641-4251

APPENDICES 4A & 4B

**INFORMATION FROM
HARVARD UNIVERSITY
JOHN F. KENNEDY SCHOOL OF
GOVERNMENT**

APPENDIX 4A: LETTER FROM KSG CASE PROGRAM DIRECTOR

HARVARD UNIVERSITY
JOHN F. KENNEDY SCHOOL OF GOVERNMENT

HOWARD HUSOCK
Director, Case Program



79 JOHN F. KENNEDY STREET
CAMBRIDGE, MASSACHUSETTS 02138
(617) 496-6252, FAX: (617) 495-8888
e-mail: howardh@ksg1.harvard.edu

April 22, 1998

Amy Sheren
University of Michigan
Ann Arbor, Michigan

Amy:

Here, as promised, are abstracts for some of our leading cases which either feature women as protagonists or raise gender-related issues (or both). If it's not obvious from the abstract why the case has been included (for instance, the General Motors/Pension Benefit Guaranty Corporation), you can assume that there is a prominent female protagonist in the case.

Because you will be forwarding these to your Dean, I do want to make it clear that the Kennedy School has by no means resolved the diversity issue. Students regularly demand more cases featuring both women and minorities. The mere production of such cases, however, does not guarantee they will be used. Because, of course, most courses are not about diversity issues per se, faculty seek out those cases which raise the themes on which they have built their syllabus—and may or may not feature a range of protagonists. Even in those instances when diversity issues are to be dealt with directly, there is no clear way to proceed. There can be demands for cases which show either best practice or, perhaps, indict existing practices. The case tradition, however, calls for difficult, ambiguous situations and policy disputes to be featured. A “shades of gray” discussion, however, may not satisfy those who seek definitive policies. Other sticky situations relate to the view that cases should provide role models. When cases with female and minority protagonists describe questionable judgments or decisions, those looking for positive role models may be let down. On the other hand, some cases can be inspiring and there may be a place for such inspiration.

It is clear, as a general rule, that that our stock of cases must reflect the world as we encounter it. As governments and firms grapple with the need to include the full range of types of persons in the work force, difficult management and policy issues arise. So do difficult issues arise when women and minorities become supervisors. We would be remiss if we did not capture such situations and put them before our students.

I hope this explanation, and the case abstracts, are helpful.

Sincerely,

A handwritten signature in black ink, appearing to read 'Howard Husock', written over a horizontal line.

Howard Husock

APPENDIX 4B: SELECTED CASES FROM THE KSG CASE PROGRAM



Kennedy School of Government
Harvard University
Case Program

Selected Cases: Female Protagonists/Gender Issues

*Prepared for University of Michigan Business School
April 1998*

Protecting Pension Benefits: The Pension Benefit Guaranty Corporation Meets General Motors

(19pp+)

C108-97-1385.0

Part B (12pp)

C108-97-1386.0

In this case, the federal entity responsible for both safeguarding and insuring the private pension systems of the United States must deal with one of the nation's largest and arguably most troubled corporate pension system—that of the General Motors Corporation. When GM proposes to sell off its Electronic Data Systems subsidiary, regulators at PBGC face a decision. Should they permit the deal to go forward if GM does not address an estimated \$20 billion unfunded pension liability? In considering the question, PBGC must decide the extent, and potential justification, for demonstrating regulatory flexibility. Insisting on the letter of the law might scotch deal with could lead to a significant contribution to GM's pension liability. Too great a leniency, however—for instance, by allowing the value of GM's own stock to be applied against pension liability—might jeopardize the interests of thousands of retired auto workers. The case is meant both to raise the issue of public sector negotiations flexibility and to facilitate discussion of the dynamics of public-private negotiations.

Topics: Regulation, Negotiations

Pruning and Productivity: Negotiating "Gainsharing" with Forestry Workers in New York City

(14pp+)

C112-96-1329.0

Epilogue (3pp)

C112-96-1329.1

As part of a series of cases and efforts to increase public sector employee productivity in a unionized environment, this case focuses on one set of employees within the Parks Department of New York City: "forestry workers" responsible for tree maintenance and removal. The case focuses on incentives for increased productivity and methods the city used to determine whether this activity should remain the province of public employees. Among the steps taken by New York: a trial period in which public and private employees compete. Related cases include Profit Sharing for the Public Sector: The Shared Savings Program in Pittsburg, CA (C16-92-1153.0) and Washington State Workers' Compensation Administration: Reforming a Culture of Despair (C07-96-1317.0).

Topics: Human Resources/Benefits and Incentives, Labor Relations

For more information, or to place an order, please contact the Case Program Sales Office at 617-495-9523 or email cp_sales@harvard.edu.

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Laura Johnston and the Sandia High School: Undertaking a Radical Transformation (A)
 (9pp) C18-95-1308.0
 Part B (4pp) C18-95-1309.0
 Part C (4pp) C18-95-1310.0
 Sequel (2pp) C18-95-1310.1

Public high school principals hold one of the highest-pressure, frontline management jobs in government. Even in relatively affluent communities where schools are popular, the day can pose a series of unexpected and momentous decisions, and in communities where social problems spill over into the school, the high school principal can face a daunting task. It was in just such a high school where Laura Johnston set out to attempt a major organizational turnaround-attempting to use the approaches developed by the Coalition of Essential Schools (headed by prominent Brown University education professor TheodoreSizer) to motivate cynical faculty, restore order to campus life and to increase academic achievement. This case series, a disguised version of actual events, follows the specific strategies which Johnston employed and recounts the extent and nature of resistance which she encountered.

Topics: Education, Innovation

Terry Ann Lunt and Greater Boston Rehabilitation Services (A)
 (8pp+) C18-95-1300.0
 Part B (6pp) C18-95-1301.0

At first glance, Greater Boston Rehabilitation Services appeared to be in excellent financial shape in the spring of 1991, when Terry Ann Lunt was named its new executive director. A mix of government grants and work contracts with local businesses seemed to protect this 20-year-old organization, based in the hope that work could be a form of therapy for the mildly mentally ill, from the vagaries of public budget changes. Soon after her arrival, however, Lunt found that, unknown to the board that had hired her, three of the group's four sources of income were in jeopardy, that accounting records were, at best, haphazard, and employees were deeply confused as to the mission of the organization. This case describes the turnaround challenge faced by Lunt and the strategies she considered and adopted.

Topics: Nonprofit Management and Policy, Social Services

Growing Pains: The Story of Summerbridge (A): Going National
 (17pp+) C16-94-1267.0
 Sequel (2pp+) C16-94-1267.1
 Part B: Summerbridge Cambridge (21pp+) C16-94-1268.0

A privately-funded, non-profit summer education enrichment program aimed at junior high school students takes root in San Francisco during the 1980s, pointing its students, including many from less-than-affluent backgrounds, toward good colleges and careers. In the late 1980s, however, Summerbridge is discovered by a major corporate donor, who believes strongly that the local program should be replicated across the US. This case focuses on a decision faced by the Summerbridge board of directors about the ground rules for such replication-specifically on the decision of whether to allow the program, founded as a partnership with a leading San Francisco private secondary school, to house new local chapters in public schools. In joining this question, the case allows for discussion of the issue of whether and how a small, non-profit should attempt to expand, as well as discussion of the relationship between paid staff and a board of directors. The B case describes events which occur after the Summerbridge board reluctantly allows expansion into one public school system and allows for evaluation of that decision.

Topics: Education, Nonprofit Management, Organizational Change

Public Conversations and Legislative Deliberations: Oregon's Governor Barbara Roberts Takes on Fiscal Reform

(16pp+)

C16-94-1235.0

Epilogue (5pp)

C16-94-1235.1

The newly-elected Governor of Oregon faces a budget crisis of extreme proportions—a tax limitation combined with new responsibilities for public education at the state level. Well aware of a history of strong public opposition to the most obvious source of new revenues—the adoption of a state sales tax—Governor Barbara Roberts sets out to change the nature of public discussion through a series of town meetings throughout the state. As her “conversation” with the electorate winds down, however, Roberts finds she must still deal with some traditional political realities in the state legislature. This political strategy case allows for discussion of how elected officials can influence the political climate and what combination of insider and outsider tactics is most effective.

Topics: Budgeting, Electoral Politics, Leadership, Legislative/Executive Relations (State), Tax Policy, Women and Politics

Reproducing an Innovation in Tennessee: Dr. Barbara Levin and the Monroe Maternity Center, Inc.

(15pp+)

C16-93-1218.0

Sequel (2pp)

C16-93-1248.1

The combination of East Tennessee poverty and a lack of obstetrical facilities in Monroe County lead a US public health officer, Dr. Barbara Levin, to seek different ways to provide prenatal and delivery services to women of the county. This case tells the story of the slow but successful effort to use nurses and midwives to staff a free-standing “maternity center” which ultimately led to the maternity center delivering fully a quarter of all the county’s babies. It examines the strategies which Levin employed to build local support, overcome opposition in the medical profession and build a customer base. In addition, it frames a strategic question of whether and how Levin should attempt to transplant her idea to a far different region of the state.

Topics: Healthcare Management and Policy, Innovation, Nonprofit Management and Policy

Replicating Innovation: Judy Lenthall and SRO Housing Construction in San Diego

(8pp+)

C16-92-1119.0

Sequel (7pp+)

C16-92-1119.1

When an idea for which she’s had responsibility wins a major national award, a San Diego planner must, under the terms of the award, take responsibility for alerting other jurisdictions to the merits of the idea: new, privately funded single room occupancy “hotels” for the working poor. At first, Judy Lenthall plans a conference to which she intends to invite interested planners from other cities. When the mayor of San Diego disapproves, Lenthall must figure out a variety of strategies that will actually spread the word and lead to “replication.”

Topics: Affordable Housing, Innovation, Marketing

Crisis in College Hill: Sandra Freedman and Police/Community Relations in Tampa, FL

(14pp)

C16-90-977.0

Epilogue (2pp)

C16-90-977.1

When a riot sparked by a police killing erupts near the College Hill Homes public housing project in her city, Tampa, Florida, Mayor Sandra Freedman must find a way to end the racially charged looting and violence, as well as respond to charges of police brutality voiced by the black community. For Freedman, the event caps four months of growing racial unrest in her city, aggravated by several earlier incidents, including the much-publicized arrest of a local hero—New York Mets pitching ace Dwight Gooden—which ended in a violent brawl amid accusations of police brutality and racism. The case asks students how Freedman should manage the crisis, and what steps she might take to restore racial harmony in Tampa.

Topics: Leadership, Mayors, Police-Community Relations, Race Relations, Urban Politics, Women and Politics

Politician as Outsider: Judy Nadler and the Santa Clara City Council

(12pp)

C16-89-915.0

Sequel (5pp)

C16-89-915.1

A California city councilwoman must decide whether to urge a legal investigation into the relationship between city officials and a major local developer. The relationship between politics and whistle-blowing is fraught with peril and ambiguity. More broadly, Judy Nadler, elected as an outsider, must decide on the nature of her long-term relationship with established local political leaders.

Topics: Whistle-blowing, Urban Politics, Women and Politics

Taking Charge: Rose Washington and Spofford Juvenile Detention Center

(13pp+)

C15-89-875.0

The latest in a long string of directors of New York City's toughest juvenile detention facility confronts a staff which is both demoralized and resentful of authority. As the jail's first black director, she must cope with a predominantly black staff long accustomed to "getting over"-giving less than full effort and rationalizing its attitude in terms of the perceived indifference of a "downtown" white power structure. Battles over child abuse, insubordination and union power ensue.

Topics: Gender, Issues of Juvenile Services, Leadership, Organizational Change, Urban Politics

Starting from Scratch: Alice Rivlin and the Congressional Budget Office (A)

(8pp)

C16-88-872.0

Part B (14pp+)

C16-88-873.0

Teaching Note (11pp)

C16-88-872.2

When Alice Rivlin became the first director of the Congressional Budget Office in February 1975, she found herself in charge of a new agency with no staff, no permanent offices, a very sketchy mandate from Congress as to its duties and responsibilities, and few allies on Capitol Hill. The case traces the early history of the CBO, from Rivlin's appointment to the agency's first appearance before the House Appropriations Committee the following year. The 1974 Budget Act which created CBO required the agency to provide cost estimates on bills, economic forecasts, and an annual budget report to Congress. Rivlin envisioned an agency that would also provide detailed policy analysis to Congress, but her view proved controversial on the Hill. In addition to her other roles as director, Rivlin spent considerable amounts of her time articulating and defending this vision during her first year. The case can be used to assess Rivlin's leadership style and management strategy during the first year of her tenure at CBO. It also illustrates the difficulties of starting a new operation under legislative supervision: Congress gave Rivlin little or no guidance, yet was quick to attack her when she acted on her own initiative.

Topics: Leadership, Organizational Design, Start-up

Saga of Vera Katz

(6pp)

C15-88-832.0

In November 1984, Representative Vera Katz decided to run for the position of speaker of the house of the Oregon Legislature. If elected, she stood to become the first female speaker in state history, and only the fifth American woman to preside over a state assembly. Katz faced an uphill battle. The outspoken Portland lawmaker had made enemies during her 12 years in the House, and was not a typical candidate. A one-time refugee from Nazi Germany, Katz had been raised in Brooklyn, NY, moving to Portland in the mid-1960s. She won election on a reform platform, espousing a range of liberal causes and earning the title of "Portland's Bella Abzug." By 1984, however, she had moved to the center, gaining budget experience as chairman of the Ways and Means Committee. In that role, she faced opposition from both ends of the political spectrum. The case tells the story of Katz's successful 1985 bid for the speakership of the Oregon House with special emphasis on a decision whether to promise a committee chair to a legislator in exchange for a bloc of votes. By placing the reader in the position of a candidate for speaker and, later, of the newly elected speaker, it raises questions of leadership styles, political strategy, and the role and importance of gender in legislative politics. The case can also be used as a general introduction to the legislative arena.

Topics: Campaigns and Elections, Gender, Issues of Leadership, Women and Politics, State Politics and Policy

Patrol Allocation in Portland, Oregon

Part A: PCAM in the Bureau (18pp+)

C15-88-818.0

Part B: PCAM in the City (6pp+)

C15-88-819.0

For almost fifteen years, dating to the late 1960s, the Portland, Oregon Police Bureau has used the Patrol Car Allocation Model (PCAM), a sophisticated computer model, to guide its division of police officers among the city's precincts. Starting in 1985, convinced that it was seriously short-handed, the bureau began to use the same model to assess its overall personnel needs, and subsequently as part of its political strategy to force the city to budget more money for patrol officers. This case traces how the bureau first embraced PCAM as an objective, a political tool, how different groups within the bureau sought to manipulate the system technically for various ends, and, finally, how the bureau attempted— with a striking lack of success—to employ PCAM's mantle of objectivity for political purposes. It is intended to support a discussion of how computerized management information systems are introduced to organizations, how organizations tend to react to them, and the limits and risks of using "objective" analysis as a political strategy.

Topics: Information Technology, Law Enforcement, Urban Politics

Ellen Schall and the Department of Juvenile Justice

(13pp+)

C16-87-793.0

This "Innovations in State and Local Government" case begins in January 1983, when Ellen Schall is appointed commissioner of New York City's Department of Juvenile Justice, an agency in upheaval. DJJ was established to detain seven- to fifteen-year-old children between arrest and adjudication. Most of DJJ's charges are held in a 25-year-old secure detention facility called "Spofford," a notoriously violent and dilapidated facility in the South Bronx. The case describes the situation as Schall walks into it. In addition to internal tensions and significant operational problems in every division, the agency has a history of bad press and feuds with City Hall. The department is also struggling with deep-seated racial and class tensions among employees, and with great confusion over its mission. The case ends with Schall planning to speak to a new group of juvenile counselors, trying to articulate her vision for the agency. The case offers students the chance to diagnose the ills of the agency and to chart a strategic course of action. Among the topics for debate: How should Schall go about assembling an executive team? How should she address the confusion over agency mission? What should she do about racial tensions? How involved should she get with the nitty-gritty operational problems of her agency's divisions?

Topics: Innovation, Juvenile Services, Urban Politics

Denise Fleury and the Minnesota Office of State Claims

(14+ pp)

C15-87-744.0

When Denise Fleury left the insurance industry to become head of the Minnesota Office of State Claims in June 1984, she knew the job would be challenging. Recent changes in state law had changed and broadened the mission of the state claims office, which administered workers' compensation benefits for all state employees. Fleury soon found herself scrambling to cope with day-to-day crises while trying to take on a host of new tasks. Through Fleury's eyes, students will see the dilemmas that confronted the young manager and how she tackled them during her first year. This part of the case is a good introduction to how a manager creates organizational capacity. They will also see that at the end of her first year— despite significant progress— internal office procedures remained frustrating and confusing. The case ends here, giving students the chance to discuss what Fleury should do next, and how she might use various resources strategically in State Claims.

Topics: Human Resources, Innovation, Organizational Change, Workers' Compensation

May 5, 1998.

Emily + Steve:

Great job. Well-conceived paper. Excellent research method and good results. One of the first research papers whose results actually effected change. Well-thoughtout recommendations.

Congratulations on having the Dean implement some of your recommendations.

Idea EX

Research methods EX

Writing EX

Overall : EX

Allan Afuah.

Afuah