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Abstract

Women represent just under 50% of undergraduate business graduates and 36% of MBA graduates. Despite their strong presence in management education programs, women are noticeably absent from business case studies—a key pedagogical tool for instruction within management education programs worldwide. While case studies inform students about business processes, decision making, strategy, and leadership and management challenges, they also promote unintentional learning about gender. We argue that case studies contain a “hidden curriculum” that presents and reinforces implicit assumptions and stereotypes about women’s fitness to lead. Using NVivo 11 software to analyze the content of written cases, we examine the presence, absence, and representation of female and male protagonists in a sample of business cases published by a large business school case publisher. The findings offer comparative insights into the proportion of cases featuring female protagonists, the representation of women and men in leadership roles, and the characterizations of the female and male protagonists. Women protagonists were absent in over 80% of cases, and when present, were portrayed as less visionary, risk-taking, agentic, certain, and more emotional, cautious, quality and detail oriented than men.

Keywords: business education, business case studies, female and male protagonists, presence, absence, representation

Invisible or Clichéd: How Are Women Represented in Business Cases?

Women's participation in management education programs has been steadily increasing. The Association to Advance Collegiate Schools of Business (AACSB) reports that women represent 42% and 46% of U.S. and Canadian undergraduate management students respectively (AACSB, 2016). In 2015-2016, women received 36% of MBA degrees conferred in Asia, Oceania, Latin America, and North America, while women earned 45% of MBA degrees conferred in Europe (Graduate Admission Council, 2017). In U.S. AACSB-accredited schools, the percentage of female full professors increased from 15% to 20% and of female associate professors from 26% to 32% between 2006/07 and 2015/16 (Brown, 2017). By these metrics, women have experienced real progress in participation in management education.

However, gaps remain. When women leave school and enter the managerial world, the gap begins to widen between men's and women's professional attainment. For every 100 women promoted to their first managerial position, 130 men are promoted; furthermore, women constitute 45% of entry level professional employees, but only 37% of managers (Yee et al., 2016). These statistics suggest that management education may not have prepared women for their first managerial positions. Further evidence that management education may be failing our students appears in a study of undergraduate business majors (Paris & Decker, 2012), which showed that women's associations of female characteristics with effective management declined over their four years of management education, while men did not associate female characteristics with effective management at any point during their education. This study suggests that management education, one critical building block of management competency, may not prepare women for management positions and that it may not foster women's

development of a professional identity or men's acceptance of women as managers (McLean & Unter, 2010; Norris & Wylie, 1995; Paris & Decker, 2012).

Two events prompted us to focus on the role that business cases play in reinforcing assumptions about men's and women's fitness to lead in management education. In January 2014, the Dean of the Harvard Business School apologized to its alumnae and promised to increase the number of women represented in business cases (Byrne, 2014). Shortly thereafter, Symons and Ibarra (2014) published an analysis of top-selling and prize-winning cases that suggested that women were absent in most cases and when present, they were represented in limited ways and in sex-role stereotyped industries.

We chose to examine cases because, unlike the systematic and cultural factors that influence the implicit assumptions about women's management abilities, the selection of case studies is within the instructor's control. While cases help students learn to conduct analyses, and make decisions and recommendations (Mauffette-Leenders, Erskine, & Leenders, 2007), they can also create unintended learning about gender roles in organizations. We wondered, do the case studies used in management education transmit stereotyped representations of women's and men's managerial competency? Are women represented in cases differently than or similarly to men? Are women invisible or just clichéd?

Literature Review

Gender and Management Education

The primary objective of management education is to prepare students for management (Starkey & Tempest, 2008). Indeed, completing a management degree is often a precursor to women progressing in management (Roberts & Karambayya, 2017). Yet, management education programs demonstrate a predominantly masculine institutional culture (Sinclair as cited in Smith,

1997) that draws on historical assumptions about gender that constrain what men and women can achieve (Williams as cited in Apple & King, 1983). By extension, the implicit underpinnings of management education are typically associated with hard, masculine characteristics: fewer management education programs incorporate the softer interpersonal and social competencies typically associated with women (Lämsä & Savela, 2014). Furthermore, management education programs tend to be dominated by male faculty and administrators (Brown, 2016; Drozdowski, 2013), potentially reinforcing these gendered associations.

In response to these perceptions, consensus is emerging that management education programs need to improve the way they prepare women for management roles; for example, in early 2014, Dean Nitin Nohria of the Harvard Business School set a goal to increase the proportion of women protagonists in Harvard cases from 9% to 20%, to increase the number of women on corporate boards, and to improve mentoring opportunities for women (Byrne, 2014). A short while later, the White House convened a working group of business school deans and government administrators to develop an national inclusiveness strategy for business schools (The White House, 2015). One of the many expressed goals of the group was to increase the proportion of female and minority protagonists in business cases (The White House, 2015). It appears that instructors, administrators, and policy makers believe that cases are an important tool in the development of students' schema of an ideal manager and the creation of their professional identity.

Culture, Professional Identity, and Anticipatory Socialization

Professional cultures comprise a group's shared learning of what has worked well enough to become the way things are done in that profession (Schein & Schein, 2017). New members of a profession learn the correct way to think, feel, and behave through a socialization process

(Schein & Schein, 2017). Eventually, these implicit assumptions become understood by members of the profession as objective, normative, and value neutral (Bourdieu, 1973). This consensus of beliefs, values, and norms eventually drops out of our awareness, becoming a taken-for-granted set of assumptions about how things work (Schein & Schein, 2017). In the case of the management profession, people hold implicit leadership theories, assumptions about the traits, behaviors, and values of a typical or effective leader (Junker & van Dick, 2014), including factors such as sensitivity, dedication, tyranny, charisma, attractiveness, masculinity, intelligence, and strength (Offermann, Kennedy, & Wirtz, 1994). These assumptions, along with the behaviors, traits, beliefs, and practices expected of a professional manager (Reid, Dahlgren, Petocz, & Abrandt Dahlgren, 2008) form the core of the managerial professional identity.

Management Education and Cases

Beliefs about the traits, characteristics, and gender associated with managerial capabilities are shaped, in part, by students' educational experiences. Management education programs develop students' professional identities by socializing students formally and informally through curricular and extra-curricular activities (Caza & Brower, 2015). The formal curriculum, set by the instructor and administrators, is explicitly associated with learning outcomes and explicitly assessed. In contrast, the informal curriculum, set by instructors and delivered in the classroom, may be associated with a learning outcome but not assessed; or may be assessed but not associated with a learning outcome; or may be taught, but neither associated with a learning outcome nor assessed (Caza & Brower, 2015). Finally, extra-curricular activities consist of activities outside of those related to a course (Caza & Brower, 2015). In the classroom, management education programs develop students' professional identities by socializing students about the expectations of managers (Costello, 2004; Ehrensall, 2016; Glaser-Segura, Mudge,

Bratianu, & Dumitru, 2010; Kelan, 2013) transmitting the behaviors, traits, and beliefs expected of a professional through case analysis, guest lectures, field trips, simulations, role plays, placements, internships, and presentations (Ehrensals, 2016). In recognition of the role of management education in the socialization of managers, the AACSB has explicitly included the ability to work in diverse work environments as a criterion in its business school accreditation program.

One form of informal curriculum is the hidden curriculum (Margolis, Soldatenko, Acker, & Gair, 2001; Ottewill, McKenzie, & Jean, 2005; Valiance, 1983). This hidden curriculum contains implicit assumptions and stereotypes about men's and women's management abilities (Margolis et al., 2001), reproducing cultural and social aspects of society, through teaching of behaviors (Giroux, 2001; Jackson, as cited in Margolis et al., 2001), ideology (Bowles & Gintis as cited in Margolis et al., 2001), and values (Apple as cited in Margolis et al., 2001). It regularizes ways of knowing and speaking and various worldviews (Bourdieu, 1973). Because these underlying assumptions seem natural, they take on a sense of objectivity, rationality (Swiercz & Ross, 2003), and neutrality resulting in an unquestioned truth (Klikauer, 2015) that precludes any debate. Thus, the hidden curriculum reinforces the belief that the education system is unbiased and neutral, while simultaneously reinforcing and perpetuating existing beliefs, values, ideologies, and behaviors (Bourdieu, 1973; Grenfell, 2008).

Cases, part of the pedagogical toolkit in management education programs for decades (Andersen & Schiano, 2014; Garvin, 2007; Mesny, 2013), shape present and future practice by developing conventions, which become established as best practices that are passed onto new practitioners (Bridgman, Cummings, & McLaughlin, 2016). Their use accounts for between 20% and 80% of instructional time in the top MBA programs worldwide (Levy, 2012). Furthermore,

the case method appears to influence students' professional identities: it was the only pedagogy tested that predicted the development of a professional identity among undergraduate business students (Glaser-Segura et al., 2010). As a result, cases have the potential to inform, shape, and reinforce students' awareness, perceptions, and implicit knowledge of gendered organizational issues (Ehrensals, 2016).

Why does representation of women in cases matter? Protagonists in cases are distant role models whom students do not know personally but use as references for appropriate behavior; thus, cases are a powerful socialization tool. Relevant role models have been shown to be particularly important to women (Lockwood & Kunda, 1997), demonstrating that it is possible to attain a managerial role (Chung, 2000). The lack of female protagonists in cases is significant because similarity between the student and the role model increases relevance of the role model for the student (Lockwood & Kunda, 1997). For example, women choose a mix of male and female role models, while men tend to choose exclusively male role models (Singh, Vinnicombe, & Kim, 2006). Furthermore, women see both male and female superiors as prospective role models (Javidan, Bemmels, Devine, & Dastmalchian, 1995); in contrast, men do not see their female superiors as prospective role models (Javidan et al., 1995). Thus, management education programs' failure to provide students with female role models in business cases negatively affects both women and men. Women need to see female role models for aspirational purposes and men need to see successful female role models to normalize their perception of competent women managers.

A gendered analysis of case studies. In the context of management education, cases may contribute to the reinforcement of existing gendered norms. Positioned as rational (Swiercz & Ross, 2003), evidence based, and quasi-experiential, case studies are assumed to be neutral

with respect to gender, which is not perceived to be relevant to the decision at hand (Bridgman et al., 2016). Thus, most business cases tend to be rationalistic, strategy driven, and include an “under-socialized protagonist” (Liang & Wang, 2004, p. 397).

Yet, the way that women are perceived is not neutral: studies show consistent differences, often negative, in the way that women are perceived when compared to traditional power holders in the West—white, heterosexual men (Grint, 2010). Only two traits associated with the ideal manager, both communal, are associated with women. All other traits associated with the ideal manager—including confidence, decisiveness, efficiency, and independence—are associated with men (Gmür, 2006). For example, women in comparison to men are perceived as less confident (Kay & Shipman, 2014), less competent (Brescoll, 2011), more risk avoidant (Booth & Nolen, 2012; Byrnes, Miller, & Schafer, 1999), less creative (Proudfoot, Kay, & Koval, 2015), less visionary (Ibarra & Obodaru, 2009), less strategic and more tactical (Kaiser & Wallace, 2016; Zenger & Folkman, 2012), more emotional (Brescoll, 2016; Brescoll & Uhlmann, 2008; Shields, MacArthur, & McCormick, 2018), more ethical (Bart & McQueen, 2013; Westphal & Stern, 2007), more detail oriented (Ibarra & Obodaru, 2009), less legitimate (Vial, Napier, & Brescoll, 2016), and more communal and less agentic (Eagly & Karau, 2002; Madera, Hebl, & Martin, 2009).

Even the positively perceived female characteristics such as communality have different outcomes for men and women. For example, men are perceived as more promotable when they demonstrate communal leadership behaviors while women are not perceived to be more promotable when demonstrating the same behaviors (Hentschel, Braun, Peus, & Frey, 2018). In addition, women’s demonstration of ethical behavior makes them less likely to be on corporate boards (Westphal & Stern, 2007). Finally, communal traits typically associated with women,

including interpersonal communication and relationship management, are downplayed in the evaluation of team effectiveness (Metcalf & Linstead, 2003).

Absence of women in cases. Over 25 years ago, McKeen and Burke (1991) noted the importance of having female protagonists in business cases to prepare female students for managerial work. More than 20 years later, Symons and Ibarra (2014) examined the representation of women in 53 award-winning and best-selling case studies from The Case Centre published from 2000-2013, finding that women were absent in 23 cases (45%) and were featured as protagonists in only five cases (9%). In a follow-up study of 74 cases, Symons (2016) found that women were absent in 61 cases (45%) and were protagonists in only six cases (8%). Meanwhile, a content analysis of cases in one executive MBA program found that only 16% of the cases featured female leaders (Bennett & Carroll, 2016). These findings raise troubling questions regarding the implicit and explicit messages conveyed to male and female business students. Schein's (1973) expression "think manager, think male" still seems to apply to business cases.

Depiction of women in cases. The characterizations of women in cases may be more stereotypical than we realize in the limited number of business cases in which they appear. An extreme example of these stereotypes appears in a fictionalized case assigned in recent years to first-year MBA students at the Rotman School of Business, University of Toronto. The case author portrays a female business student seemingly more focused on jewelry and designer shoes than on being a competent business executive. She is described as incapable of deciding which salary package to accept. She consults her boyfriend, who is portrayed as more competent. The case study notes that the student "really didn't want any of those investment banking or

consulting jobs,” and was “already dreaming of more little turquoise boxes on her bookshelf, where she already had quite a nice collection” (Mojtehdzadeh, 2014, para. 4).

Similarly, Tietz (2007) found that women’s representation in accounting textbooks published from 2003 to 2005 tended to reinforce gender stereotypes, with men attributed with characteristics of successful managers such as confidence, careful thinking, effective teamwork, emotional neutrality, and the appearance of wealth. Women were less present than men, were more likely to be pictured in the domestic sphere, were described in less detail and, when included, tended to be situated in traditionally female “pink industries” such as fashion, food, family, and furniture, and situated in smaller firms (Tietz, 2007). Of the actual people (i.e., not fictionalized) portrayed in textbooks, only 11.6% were women (Tietz, 2007).

Symons and Ibarra (2014) found that women were more likely than men to be portrayed in pink industries, thus reinforcing the prejudice that women don’t belong in the banking, finance, manufacturing or technology industries. Women were also more likely to be found in traditionally “pink organizations,” such as non-profits, or traditionally female departments, for example, human resources. As a result, young women may feel that they belong only in the pink industries, organizations, or disciplines, but not in other sectors, thereby reinforcing patterns of sex segregation by industry and function (Symons, 2016). Finally, women were described in less length and detail than were men (Symons & Ibarra, 2014).

We identified several limitations of the Symons and Ibarra (2014) study. In the study’s sample, only five cases featured female protagonists. This small number of cases featuring female protagonists was not large enough to achieve theoretical saturation (Patton, 2014). Furthermore, almost 50% of the cases in the sample featured multinational corporations and they were disproportionately based on secondary sources, which, because the case authors do not

have access to the actors, but rather rely on published accounts of the situation, tend to provide less-rich descriptions of the protagonist; thus, they were not representative of the broader spectrum of cases featuring female protagonists. Additionally, Symons and Ibarra conducted a descriptive analysis, coding only hard, concrete, observable data (Morse, 2018), such as whether a woman is mentioned, whether she is the protagonist, whether she speaks to another woman, the industry setting of the case, and the length of the description of the woman (Symons & Ibarra, 2014). Because they did not use an interpretive approach, their analysis lacked a more nuanced understanding of the portrayal of women's traits, behaviors, skills, and character in cases (Morse, 2018). Finally, their study did not compare the representation of female protagonists to that of male protagonists.

Given the concern about the lack of women in cases and the limited research about the portrayal of women in cases, we decided to explore cases using a language-based analytic approach. Our objective was to validate and extend Symons and Ibarra's (2014) study. In addition to replicating their descriptive analysis, we sought to gain a deeper understanding of the way in which case authors might be reinforcing the gendered norms of management, through an interpretive analysis of representations of women's and men's visions, leadership abilities, professional identities, behaviors, and traits.

Method

Prompted by Dean Nohria's apology to female alumnae and by Symons and Ibarra's (2014) analysis of women's presence in cases, we began our study in the fall of 2014, drawing our sample of cases from the Ivey Publishing collection published between August 14, 2013 and August 14, 2014.

Sample

We selected only cases published by Ivey, rather than cases from other publishers distributed by Ivey Publishing. We chose Ivey cases for several reasons: Ivey is the second-largest case publisher worldwide, accepts submissions from academics worldwide, and its cases are peer reviewed. By focusing on one publishing outlet, we avoided inconsistencies in criteria for publication, presentation, classification, and editorial standards across publishing outlets. Additionally, Ivey Publishing provides easy access to teaching notes (many case publishers do not), which we used to determine the objectives of each case and identify any disguises.

We drew 296 cases that had teaching notes and were written in English. We then excluded 30 cases categorized as general experience (material based on the author's acquired experience), supplementary materials, exercises, descriptive cases, those that had a fictionalized female character, or where the actual protagonist was a male but disguised as a female. Of the remaining 266 cases in the pool, 51 featured female protagonists. Then, using the discipline, industry, and geography of each case featuring a female protagonist, we identified 51 matching cases featuring male protagonists published by Ivey during the same period. See Appendix A for a list of cases with female protagonists and Appendix B for a list of cases with male protagonists.

We chose to include the entire corpus of cases featuring women protagonists (rather than a small sample) and a matching sample of cases featuring male protagonists in the Ivey Publishing database to increase the likelihood that we would attain theoretical saturation (Patton, 2014), which provided us with enough data to identify themes, to build connections, and to explore patterns of representations of women and men in cases.

Code Development

We conducted a content analysis of the representations of both the men and women in our sample (Cohen, Manion, & Morrison, 2011). We began our coding process by creating a start list (Miles, Huberman, & Saldana, 2013) of 15 possible interpretive codes, based on previous content-analysis studies of textbooks (Gabriel, 1990; Tietz, 2007) and previous research, showing that women are stereotyped as collaborative (Manuel, Shefte, & Swiss, 1999), emotional (Shields et al., 2018), and risk averse (Byrnes et al., 1999). Further, women are shown to be communal and democratic while men are shown to be agentic, confident, independent, and autocratic (Eagly & Karau, 2002). We adopted Symons and Ibarra's (2014) descriptive codes, for example, industry, length of descriptions, and length of quotations.

We randomly selected and coded six Ivey cases featuring female protagonists published between August 2012 and August 2013 to more fully develop our initial codebook, to calibrate our code definitions, and to familiarize ourselves with the NVivo 11 software. We both coded all six cases, incorporating new codes as they emerged using both inductive and deductive approaches (Cohen et al., 2011). Then, we compared our coding of each case to ensure inter-coder consistency. As a result, we more tightly defined each code, eliminated infrequently used codes, and identified possible codes that emerged inductively (Miles et al., 2013). For classifications such as business discipline, firm size, geography, industry type, author, and case source, we used the classifications on Ivey Publishing's website (See Appendix C for the codebook). We then coded all 102 cases in the sample, using a step-wise process (Anney, 2014) to ensure confirmability of our analysis (Lincoln & Guba, 1985). We conducted multiple passes through the cases (Cohen et al., 2011), identifying emergent codes and refining existing codes.

Analysis

Descriptive Data

Of the 266 cases in the sample pool, 51 (19%) featured female protagonists. Our sample included an additional 51 cases featuring male protagonists, for a total sample of 102 cases. As noted in Table 1, the sample consisted primarily of field cases (86%) set in small- and medium-size enterprises (53%), although the male cases did skew slightly to large organizations (44% of the male cases as compared to 33% of the female cases). The cases were set primarily in Canada/U.S. (50%) or the Asia Pacific region (30%). In terms of discipline, the cases were in general management/strategy (37%), marketing (22%), entrepreneurship (14%), and organizational behavior/human resources (12%).

Insert Table 1

Since the sample of male cases was drawn to control for discipline, geographic setting, and case source (field or secondary source case), the sample of male cases is not representative of all cases featuring male cases in the Ivey database. As a result, to analyze representation of women in cases in “pink” industries, we looked at all male cases published in the 2013 to 2014 sample window and compared them to all female cases. We also considered the employment rates of women and men in these industries (Government of Canada, 2015). Our findings in Table 2 show that while women were overrepresented in cases in several categories, once we controlled for employment, we did not find any overrepresentation of women’s cases in pink industries, unlike Symons and Ibarra’s (2014) findings.

Insert Table 2

Absence and Presence of Women and Men in Cases

Only 19% of the cases in the sampling frame featured female protagonists, yet this proportion was double the rate found in Symons and Ibarra's (2014) study of best-selling cases. Our search of the Ivey Publishing database suggests that women are even more underrepresented in best-selling cases: of the 96 best sellers that were in the Ivey collection, in English with teaching notes, excluding general experience cases, only six cases (6%) featured a female protagonist. This small proportion may reflect the relative underrepresentation of women in cases situated in large firms, as best sellers tend to be set in large, well-known multinational firms (M. Quinn, Director, Ivey Publishing, Personal Communication, June 5, 2014).

We conducted a deeper analysis into the gender of the characters featured in the case sample, finding that in 37% of the female cases, women protagonists were the sole focus of the case, while in 65% of the male cases, the male protagonist was the sole focus of the case. Other characters of the opposite gender (co-protagonists and secondary characters) were represented in 45% of the female cases and 29% of the male cases. Thus, the focus on female protagonists appears to be more diffuse than the focus on male protagonists in business cases.

Insert Table 3

Furthermore, the description of other characters in the female cases tends to be more frequent and extensive than in the male cases¹, as shown in Table 4. In female cases, there were 2.8 times as many references to other female characters and 2.0 times as many references to other male characters than in cases featuring male protagonists. In addition to tracking the number of cases and frequency of references, we also tracked case coverage. We defined case coverage as the

¹ We noted in our analysis that while cases differed in terms of frequency and case coverage of the portrayals of male and female protagonists, often the language used to describe the case characters did not vary significantly between male and female protagonists. See the online-only supplementary materials to this article for exemplar quotes.

number of words coded to a variable as a percentage of the number of words in the case text. A higher case coverage indicates a greater proportion of the case is devoted to that variable and thus suggests that the author put a greater emphasis on that variable. Case coverage of the descriptions of the other characters in female cases was 1.8 times greater than that found in male cases, further reinforcing the diffusion of focus to other characters in female cases.

Insert Table 4

This trend continued when we examined direct quotations in the cases. In Table 5, we see that female protagonists were quoted in fewer cases, less frequently, and less extensively than were male protagonists. While male protagonists' quotations covered 2.6% of the case length, female protagonists' quotations covered only 1.4% of the case length. Moreover, in the female cases, other characters (co-protagonists, other women, and other men) were quoted in more cases, more frequently, and more extensively, than were the female protagonists. The reverse pattern occurred in cases featuring male protagonists—other characters were quoted in fewer cases, less frequently, and less extensively than were the male protagonists.

Insert Table 5

We noticed another interesting pattern with respect to a protagonist's team in cases. Authors used the term "and her [or his] team" more frequently for female protagonists than male protagonists to signify the context of working with their team. In addition, these descriptions of the female protagonists and their teams covered a greater proportion of the case text, as noted below in Table 6.

Insert Table 6

These descriptions of working with her team tended to refer to an action or a decision taken, diluting the role of the female protagonist in that action or decision. References to "and her

team” could signal the female protagonist’s legitimacy as a team leader or that she shares power and encourages participation of others. However, we believe that, combined with our findings regarding the presence and coverage of other characters in female cases, these references tend to reinforce the diffusion of the female protagonists’ power, authority, and accountability. In summary, the descriptive data show that female protagonists were underrepresented in cases, and in cases featuring female as compared to male protagonists, other characters were more frequently represented and their quotes covered more of the case, suggesting that female protagonists’ presence and voice are less dominant than we see in cases featuring male protagonists.

Interpretive Data

Cases provide distant role models that demonstrate appropriate managerial traits, behaviors, and beliefs to students; these elements in turn inform the development of their professional identities (Glaser-Segura et al., 2010). Thus, the portrayal of women and men in business cases shapes students’ understandings of the characteristics and behaviors associated with management professionals. Two broad themes emerged in our analysis: first, women’s leadership is represented differently than men’s; and, second, women’s personal attributes, characteristics, and behaviors are represented in a stereotypical manner.

Theme 1: Women’s Leadership is Represented Differently

Researchers and practitioners have cited vision as a crucial element of organizational leadership (Bass & Avolio, 2018; House & Shamir, 1993; Kouzes & Posner, 2012; Margolis & Ziegert, 2016; van Knippenberg & Stam, 2014). According to Ibarra and Obodaru (2009), envisioning is a particularly important aspect of leadership: leaders must sense changes in the environment, identify opportunities, engage others in the development of the vision,

communicate the vision, and motivate or inspire others to attain the vision. Women executives tend to be rated lower than their male colleagues on envisioning (Ibarra & Obodaru, 2009). As a result of these previous studies, we expected that less text about vision and visioning would be found in the women's cases. We also expected that the male cases would anthropomorphize the organization by attributing vision to the organization rather than to a person, for example, "3M's vision for the future" not "John's vision for the future," as the cases in the male sample were skewed to large organizations, while the cases in the female sample were skewed to small- and medium-sized organizations. We consider attribution of vision in our analysis in Table 7.

Insert Table 7

In cases featuring female protagonists, we found a higher frequency of vision statements attributed to the protagonist, but these statements were much shorter than those in cases featuring male protagonists. While there were 55 references to vision, mission, or strategic objectives in female cases and only 44 in male cases, the references in female cases were less detailed, encompassing just over half of the case coverage of the references in male cases.

We observed a different pattern when the references to vision were attributed to the organization. While the number of references of vision attributed to organization continued to be lower for female cases than male cases, these references were substantially longer—2.3 times the proportion of the case dedicated to of attributions of vision in male cases. This pattern of attribution of vision to organizations, instead of individuals is consistent with the earlier pattern of diffusion we noted earlier regarding the female protagonists' impact on action and decision to other people.

We decided to conduct a deeper analysis of some of the constituent elements of vision — passion, creativity, and sensing. As seen in Table 8, women protagonists were described as

having dreams or passion less frequently and with less emphasis than were male protagonists. Women's creativity was described less extensively than was men's, consistent with what the literature suggests (Costa, Terracciano, & McCrae, 2001). With respect to intuition and sensing, women protagonists were described as sensing less frequently—but covering a greater proportion of the case —than descriptions of male protagonists.

Insert Table 8

Thus, our findings accord with those of Ibarra and Obodaru (2009): women are represented as less visionary and creative. At the same time, it appears that some of women's vision is attributed to the organization, rather than to the women themselves, despite their greater representation in small and mid-sized organizations where one might expect vision to be voiced by senior personnel.

Power. In an analysis of power in organizations, female protagonists are underdescribed with respect to all forms of power. Legitimate power is derived from a position or organization (Daft & Lane, 2014), referent power is the power that sources from likability, expert power is based on hard-to-replace knowledge, coercive power arises from the capacity to use punishment (Johns & Saks, 2014), and reputational power arises from the collective evaluations of an individual's power by others in the field (Fischer & Sciarini, 2015). Rather astonishingly, female protagonists in the female cases were explicitly identified as holding legitimate power in only two cases, while men's legitimate power was identified in 48 of 51 male cases. In terms of expert power, female protagonists are represented in only 5 of the 51 female cases; this low number starkly contrasts with the 43 of 51 male cases in which the expert power of the male protagonists is noted. Similarly, women are underrepresented in reputational power. As noted in Table 9, references to empowering others occurred in a 3:1 ratio of female relative to male protagonists.

Insert Table 9 *Risk-Taking and Risk Averse*. Female protagonists were four times more likely to be described as risk averse. In contrast, authors described a male protagonist as risk averse in only one case. A greater number of female cases also discussed risk-taking as a strategy for managing the situation at hand.

Rational, Decisive, Evidence Based. Female cases, in relation to male cases, showed a lower number of references to being rational and decisive and, most notably, a lower mean percentage of case coverage, as shown in Table 10.

Insert Table 10

Collaboration. Collaboration was noted at three levels – interpersonal, intraorganizational, and interorganizational. Although male and female protagonists had equally frequent references to interpersonal collaboration, female protagonists were noted as engaged in fewer intraorganizational and interorganizational collaborations than male protagonists. For interorganizational collaborations, relative to the male cases, female cases only noted interorganizational collaborations in 31% of cases (See Table 11).

Insert Table 11

Agentic Behaviors. Leaders, by definition, are involved in agentic behaviors. They inspire action and focus on change. Agentic behavior was more frequently associated with male protagonists than female protagonists. The ratio of female to male agentic references was 0.29:1 (See Table 12).

Insert Table 12

Leadership crucibles are generally defined as difficult, challenging, or traumatic experiences in which individuals find new meanings that lead to a new or altered personal identity (Bennis & Thomas, 2002). Overall, references in women's cases to a leadership crucible

appeared in fewer cases and were less frequent than those in male cases, although they covered the same proportion of the case text. In fact, in cases where a leadership crucible is mentioned, women's cases on average contained 1.3 references to a leadership crucible, while male cases contained 2.5 references. Since female and male cases had roughly equal case coverage and women have far fewer references to leadership crucibles, it would appear that when a leadership crucible is introduced in a women's case, it covers much more of the case, suggesting that the authors placed a significant emphasis on the crucible experience.

Insert Table 13

Theme 2: Women are Portrayed Stereotypically

Women tend to be perceived as more emotional (Shields et al., 2018), more cautious (Bird & Brush, 2002), more ethical (McCabe, Ingram, & Dato-on, 2006), and less certain than men (Kay & Shipman, 2014). In general, we found a similar pattern of representations in our sample.

Emotion. Baxter (2010) suggests that through discourse, gendered differences are reproduced and reinforced such that “males are viewed as more rational, independent and competitive and confrontational” (pp. 43-44), while women are seen as emotional (p. 44). As Table 14 illustrates, female protagonists were referred to as emotional three times more often than male protagonists. In addition, authors placed much greater emphasis on female protagonists' feeling overwhelmed than they did on the male protagonists—by a ratio of 3:1. In a related issue, women were represented as needing emotional support, with twice as many references to this need by female protagonists than by male protagonists.

Cautious. Female protagonists were described as cautious 2.5 times more frequently than were men and 2.7 times greater coverage in the female cases and this pattern occurred in roughly 25% of all female case as compared to 12% of male cases.

Certainty vs. Uncertainty. Shipman and Kay (2014) suggest that women demonstrate less confidence in their abilities. In the characterization of male and female protagonists, female protagonists were much less frequently identified as being certain than male protagonists. In female cases, the mean number of references to certainty was less than half that of men in male cases. The number of references to certainty in male cases was almost three times that noted in the female cases.

Values/beliefs. More male than female cases involved a corporate social responsibility or ethics component, yet female cases featured a more extensive descriptions of the values and corporate social responsibility drivers for female protagonists than for male protagonists—case coverage was over 7.6 times that of the male cases.

Insert Table 14

Quality and Detail Oriented. The focus on a quality orientation of the protagonist was noted in 40% more female cases than male cases and by a similar margin in terms of case coverage of female cases versus male cases. Women's identity and focus was more tied to product quality than was evident among the male protagonists. Furthermore, descriptors of the protagonist as detail oriented appeared in nearly twice as many female cases as male cases. Taken together, these factors reinforce the perception that women focus on details at the expense of bigger picture strategy and vision (Ibarra & Obodaru, 2009).

Assertive. Somewhat surprisingly, female protagonists were described as assertive, or being determined, driven, or intense. This description occurred in 50% more female cases than male cases, and case coverage was 3.5 times greater in female cases than male cases. The notable presence of this factor in the female cases highlights the counter-stereotypical behavior to that associated with women (Eagly & Karau, 2002).

Credibility and Lacking Credibility. One of the more striking differences relates to the credibility of the protagonists. As noted in Table 14, authors devoted 3.5 times the case coverage to establishing the credibility of female protagonists as compared to male protagonists. Furthermore, while none of the male cases discussed, mentioned, or alluded to a male protagonist as lacking credibility, 12 of the 51 female cases provided notes concerns regarding a female protagonist's credibility. For instance, "Chaudhury did not realize that the soft tonality of her email—given her past stance on injustice against women — was an action that Tehelka employees, media, online forums and the public at large would question repeatedly in times to come" (Agarwal, 2013, p. 3).

Issues with no real difference between male and female protagonists. Female and male protagonists are not portrayed differently in the following areas: inclusion of information regarding credentials, optimism, or being concerned or anxious. In addition, there were qualities that were evident in such a low number of cases (e.g., only one case) that they were excluded from analysis (e.g., being brave, as well as demonstrating coercive power). Furthermore, only one case in our sample discussed issues of sexual harassment, and, ironically, the female protagonist in the case was accused of supporting a male harasser against a female employee (Agarwal, 2013). We found no cases that articulated issues of gender bias and resulting discrimination. The only case dealing with work-life balance featured a male protagonist in the *Deloitte Consulting GTA: The Deloitte Dads Initiative* (Konrad & Shuh, 2013).

Discussion

We often hear instructors making comments like, "I teach finance (or marketing or IT) and talking about bias against women isn't relevant to finance." We offer a different perspective on the question of relevance. We believe that an instructor's role is not only to teach finance, but

to teach students to become effective financiers who are able to lead others. Thus, teaching a subject is more than learning the technical skills required in a discipline. Teaching includes embracing the complex social context in which students will “do” the subject. Building students’ awareness and questioning of the implicit, dominant assumptions that underpin management (Bridgman, McLaughlin, & Cummings, 2018) will prepare them to better influence, persuade, collaborate with and manage others during their careers. Learning about the biases against women in recruiting, performance evaluation, and promotion will help both male and female students more fairly evaluate women’s performance and will help women develop the skills that they need to succeed in their chosen discipline.

Promoters of the case method value its perceived objectivity, which fosters a rational, analytical approach to decision-making (Bridgman et al., 2016). Conversations of values, ethics, or moral positions that might result from a decision are not often entertained in case discussions (Anteby, 2013). Cases, however, deliver a common business ideology “presented as unquestioned truths, as neutral and natural” (Klikauer, 2015, p. 1106). They subtly influence the socialization of the next generation of managers and leaders and the development of their managerial identities by demonstrating expected behaviors, beliefs, and values of managers and leaders. Taking a “gender neutral” approach merely reaffirms the status quo, reinforcing unconscious assumptions that effective managers adopt male traits and behaviors (Bergvall & Remlinger, 1996).

As Ibarra (1999) concluded, young professionals develop their professional identities by observing the behaviors of aspirational role models, trying those behaviors themselves, and determining whether the identity in question fits them. Cases allow students to observe the behaviors of various managers and metaphorically walk in their shoes (Bridgman et al., 2016).

How authors portray various characters indicates appropriate roles, behaviors, and identities for managers and leaders. Thus, cases play a key part in the hidden curriculum of management education programs, reinforcing the status quo, including the “think manager, think male” (Schein, 1973) stereotype.

Implications

Our research has several implications for teaching practice that can be categorized into four distinct phases: ongoing reflective practice, pre-course planning, pre-class planning, and the unplanned “teachable moment.”

Preparing to teach controversial, highly emotional topics can be intimidating, especially if instructors feel that they do not have the credibility or knowledge to address these issues among students. Argyris (1994) notes that people often try to avoid shame and embarrassment by not acknowledging or acting on information that could threaten their self-image. By adopting a more reflective teaching practice (Baker, 2004; Ritchhart, Church, & Morrison, 2011), instructors can explore the differences between their expressed theories of management and their theories in action (Argyris, 1980, 1994), thereby becoming more aware of both their own biases and those in their pedagogy (Baker, 2004). For example, we suggest that instructors take the Harvard Implicit Association (IAT) gender-career test (“Gender-Career IAT,” n.d.) to understand whether they hold any implicit bias against men or women in the workplace and/or explore the concept of implicit bias by reading books such as *Blind Spot: Hidden Biases of Good People* (Banaji & Greenwald, 2013). We also recommend that instructors explore and share personal experiences with respect to stereotypes in the classroom. By role modelling vulnerability and trust in the classroom, instructors can build a psychologically safe space for students to explore issues of bias (Baker, 2004).

During the pre-course planning phase, we encourage instructors to include cases featuring female protagonists and to look for a balance of representations of women's traits and actions, for example, including both stereotypically communal and counter-stereotypically agentic behaviors. Since best-selling cases tend to underrepresent women protagonists to a greater extent than the overall catalogue, we suggest that instructors search beyond the best-sellers list. Some case publishers have search filters for female protagonists that can help instructors quickly find available cases. We recognize that cases featuring women are in short supply in some disciplines (e.g., technology and finance), but it is in these male-dominated disciplines that negative stereotypes about women's management abilities remain the strongest (Eagly & Karau, 2002), so we suggest offsetting this shortage by inviting female professors, executives, and mentors into your classroom. We have found that reaching out to other faculty members can often yield long lists of women executives interested in participating in classroom activities. Alumnae, in particular, offer students an opportunity to engage with successful female role models. Alternatives to written cases could include news articles or videos featuring female decision makers. We suggest avoiding selecting or writing fictionalized cases that feature female protagonists, as our experience suggests that they may be perceived by students as less credible or as an irrelevant politically correct move on the part of the instructor. Instructors can also present evidence-based research on the relationship between gender, management behavior, and effectiveness (e.g., Powell, 2011).

The pre-class planning phase involves developing a psychologically-safe environment for students to engage in constructive conflict (Baker, 2004). We suspect that faculty often avoid these types of discussions because they have the potential to become heated and spin out of control. Co-constructing class civility rules may provide guidelines for instructors and students

to discuss these challenging issues (Baker, 2004; Marini, Polihronis, & Blackwell, 2010). The Devil's Advocate strategy (Pearce, 2002) can be an effective way of creating constructive conflict when discussing a case. It requires that students develop an assigned position on an issue, in which they analyze the situation and underlying assumptions of the opposing perspective. Perspective-taking thinking routines, including Circle of Viewpoints, Step Inside, and Tug of War (Ritchhart et al., 2011) can provide instructors a structured way to help students safely explore various points of view on gender in an organizational context.

Anticipating emotional conversations and preparing in advance to debrief these emotions may also be helpful. For example, using the four "Es" model of emotional debriefing (events, emotions, empathy, and explanation) (Petranek, Corey, & Black, 1992) may help instructors feel more confident in tackling emotionally-charged issues in the classroom. Practicing empathy may be the most effective way to help students deal with any shame or embarrassment (Brown, 2006) they might experience as they learn about implicit bias. In particular, helping students understand that implicit bias is a universal cognitive trait (Banaji, Bhaskar, & Brownstein, 2015) can mitigate their embarrassment and shame. For example, the career-gender test shows that 75% of men and 80% of women automatically associate male with career and female with family (Banaji & Greenwald, 2013).

Finally, there is the "teachable moment," the unexpected comment made during a class discussion which opens the opportunity to address an "undiscussable" topic (Argyris, 1980), those topics that are threatening and risky, such as gender in organizations, which may lead students to question their underlying assumptions and values. First, the instructor needs to be alert to allusions to the "undiscussable" and comfortable with taking the time to open a conversation about the moment in the classroom (Baker, 2004). By noticing and naming implicit

biases (Ritchhart et al., 2011) during case discussions, instructors can role model a thinking routine that will help students develop their own awareness of bias. The instructor can name what they just saw or heard and comment on their own experience of it, in a neutral manner, such as “that made me uncomfortable” (Baker, 2004, p. 700). Alternatively, the instructor could repeat the student’s statement and ask “what makes you say that?” (Ritchhart et al., 2011, p. 165). This strategy allows the instructor to expose the hidden assumptions behind a specific statement, exploring a claim and its support in a critical thinking exercise.

Limitations

There are some limitations to this study. Cases are filtered and framed by their authors to ensure that students attain certain learning outcomes. It is difficult to ascertain whether authors consciously or unconsciously shape the representation of the protagonist through selection of specific quotations and descriptors. Furthermore, disguises are routinely used in cases and are not always noted in teaching notes or other materials. Cases written based on secondary sources may have an additional filter further distorting or exaggerating the representation of the various characters in a case. Finally, our sample is drawn from a single source of published cases. Although the sample includes cases written by business school faculty from all over the world, there may be biases based on this limited sampling frame.

Areas for Future Research

Our study raises further questions regarding the presence, absence, and representation of women in the workplace. Teaching notes, which typically accompany a business case, also offer potential insights. The teaching note provides an instructional road map that may include implicit messages about gender and diversity in the workplace. In addition, the suggested discussion questions included in a teaching note would give an indication of whether gender issues are part

of the discussion points identified by the case authors. Adopting a systematic and detailed discourse analysis of the text of cases could potentially develop a more finely-grained understanding of the representation of female protagonists both by the case author or authors, as well as self-representation of female protagonists within verbatim quotations attributed to the protagonist. Finally, research about the relative invisibility of other non-dominant groups (for example, people of color, of different religions, sexual identities, sexual orientations, or with disabilities) in cases might help management educators challenge students' implicit assumptions about the traits of effective managers.

Conclusions

This study replicates the work of Symons and Ibarra (2014) analyzing the descriptions of women and their organizations in a larger sample of cases featuring women protagonists and extends their work by including an interpretive analysis of the behaviors, beliefs, and traits attributed to female protagonists and by analyzing the portrayals of male protagonists. Our analysis suggests women protagonists are invisible in over 80% of cases and represented in a clichéd manner in the remaining cases, reinforcing existing beliefs, values, ideologies, and gendered behaviors in the business world. Women's absence as decision makers in cases is a glaring example of this reinforcement. Where women are featured, their descriptions tend to comprise a lower share of the case, they are quoted less frequently, and at less length. The female protagonists' presence appeared to be diluted by the presence of other characters in the case, which did not occur in the cases featuring male protagonists. Cases also portray women in as less visionary, creative, powerful, risk-taking, and agentic than male protagonists. Authors used crucible events to explain sex-role stereotyped choices. Furthermore, women were more likely to be characterized stereotypically, portrayed as more emotional, cautious, and quality and detail

oriented and less certain than men. Authors allocated more space to establishing women's credibility but were also more likely to highlight women's lack of credibility.

These cases simultaneously undervalue the positive skills that women bring to business by diluting their contributions and devaluing attributes such as emotion or collaboration, while implying that women do not have the skills and behaviors, such as agency, risk-taking, or vision-making necessary to be successful managers and leaders (Carter & Silva, 2007). This devaluation may, in part, explain why women's association of women's attributes with the role of manager declines over a four-year business undergraduate degree (Paris & Decker, 2012). At the same time, women may be deterred from developing non-stereotypical, agentic behavior, and non-traditional skills that will help them progress in the workplace. This may contribute to the almost immediate reduction of women in the managerial pipeline. A second implication of the absence and portrayal of women in cases is that young men will continue to perceive women in stereotypical ways, reducing the likelihood that future male managers will make promotion decisions that equalize the number of male and female managers. Finally, people have been shown to behave consistently with gender stereotypes (Greenwald & Banaji, 1995), which are unconscious, implicit, easily triggered, and resistant to change (Banaji et al., 2015; Banaji & Hardin, 1996). Therefore, it is imperative that we as educators work to identify and reduce stereotypical representations of women to students.

As educators, we consciously and unconsciously shape our students' identities as managers and leaders through what we teach, how we teach it, our choices as role models, the discussions we entertain in the classroom, and the materials we select. We prepare students for the workplace by recognizing both who is represented in cases and who is not, as a stepping stone to providing

students with a broader, more inclusive understanding of the people who comprise contemporary organizations.

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Table 1

*Composition of Gender of Protagonist
All Cases (n=266)*

<u>Variable</u>	<u>Dimension</u>	<u>#</u>	<u>%</u>
Gender	Female	51	19.2
	Male	215	81.8

<i>Within Sub-samples</i>		Female Cases (n=51)	Male Cases (n=51)
Variable	Dimension		
Case Type*	Field	44	44
	Secondary	7	7
	Total	51	51
Firm Size*	500+ employees	17	23
	> 500 employees	30	24
	Not Applicable	2	0
	Start-up organization	2	4
	Total	51	51
Geography*	Africa	3	2
	Asia Pacific	12	19
	Canada/US	23	28
	Europe	3	2
	Mexico, Central & South America	2	0
	Middle East	8	0
	Total	51	51
Industries*	Accommodation & Food	4	5
	Agriculture, Forestry, Fishing, Hunting	0	1
	Arts, Entertainment, Sports, Recreation	3	2
	Construction	0	2
	Educational Services	1	0
	Finance, Insurance, Real Estate	2	1
	Health Care	3	5
	Info, Media & Telecom	7	5
	Manufacturing	8	4
	Natural Resources	2	2
	Other Services	7	3
	Professional, Scientific, Technical Services	0	3
	Public Administration, Government	1	1
	Retail	3	8
	Social Advocacy	7	6
	Transportation & Warehousing	2	2
	Wholesale	1	1
	Total	51	51

Table 2

*Female-Dominated Pink Industries:
Female and Male Protagonists Represented in Cases*

Industry	Index of Female to Male Employment*	Cases with Female Protagonists (N=51)	% of Cases with Female Protagonists	Cases with Male Protagonists (N=215)	% of Cases with Male Protagonists	Index of Female to Males in Cases**
Educational Services	212.5	2	3.9	3	1.4	280
Food & Hospitality	147.7	3	5.9	13	6.0	98
Health Care	460.6	3	5.9	5	2.3	256
Retail	130.4	4	7.8	27	12.4	63
Social Advocacy	460.6	8	15.7	23	10.5	149
Total	n/a	20	39.2	71	32.3	121

* Scores > 100 indicate overrepresentation of women employed in a specific industry.

**Scores > 100 indicate overrepresentation of women protagonists in cases in a specific industry.

Sources:

Government of Canada, S. C. (2015, January 9). *Employment by industry and sex (number in thousands)*. Retrieved from <http://www.statcan.gc.ca/tables-tableaux/sum-som/101/cst01/labor10a-eng.htm>

The 20 most common occupations among men aged 15 years and over and the proportion of men in the total workforce, May 2011. (2013, June 13). Statistics Canada, Government of Canada. Retrieved from <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-012-x/2011002/tbl/tbl03-eng.cfm>

Table 3

Gender of Characters

	Gender of Protagonist		Ratio of Females to Males*
	Female	Male	
Protagonist Solo	19	33	0.58
Protagonist & Female Co-Protagonist	6	15	0.40
Protagonist & Male Co-Protagonist	9	3	3.00
Protagonist & Other Female Character	3	0	NA
Protagonist & Other Male Character	8	0	NA
Protagonist & Other Mixed Character	6	0	NA
Total	51	51	1.00

* Male equals 1.0. For example, the ratio of female sole protagonist to male sole protagonist is 0.58:1.00.

Table 4

Description of Other Characters in Case

Description of Other Female Characters	Gender of Protagonist		Ratio of Females to Males
	Female	Male	
# cases	25	14	1.79
# references	84	30	2.80
Mean % case coverage ¹	1.63%	0.91%	1.79
Description of Other Male Characters			
# cases	35	31	1.13
# references	158	74	2.14
Mean % case coverage	1.57%	0.88%	1.78

¹ Percent case coverage is calculated as follows: the number of words coded to the variable as a percentage of the number of words in the case. Higher % case coverage indicates a greater proportion of the case devoted to that variable, and thus suggests that the author puts greater emphasis on that variable. Mean % case coverage is the average case coverage across all cases in the sample.

Table 5

Direct Quotations

Variable	Gender of Protagonist		Ratio of Females to Males
	Female	Male	
Primary Protagonist			
# cases with quotations	26*	30	0.87
# quotations	126	173	0.73
Mean % case coverage	1.42%	2.59%	0.55
Secondary Protagonist			
# cases with quotations	3	1	3.00
# quotations	5	12	0.42
Mean % case coverage	0.54%	2.35%	0.23
Other Female Character			
# cases with quotations	16	7	2.29
# quotations	37	19	1.95
Mean % case coverage	0.90%	0.78%	1.15
Other Male Character			
# cases with quotations	24	21	1.14
# quotations	105	63	1.67
Mean % case coverage	1.28%	1.11%	1.15

Note: the female cases exclude one outlier (Amisha Gupta), which at 25% quotations skewed the % case coverage.

Table 6

References to Protagonist's Team

And His or And Her Team	Gender of Protagonist		Ratio of Females to Males
	Female	Male	
# cases	13	17	0.76
# references	53	39	1.36
Mean % case coverage	0.37%	0.13%	2.85

Table 7

Vision, Mission, and Strategic Objectives

	Gender of Protagonist		Ratio of Females to Males
	Female	Male	
Attributed to Primary Protagonist			
# cases	20	22	0.91
# references	55	44	1.25
Mean % case coverage	0.79%	1.43%	0.55
Attributed to Organization			
# cases	10	22	0.45
# references	17	41	0.41
Mean % case coverage	0.89%	0.39%	2.28

Table 8

Elements of Vision

	Gender of Protagonist		Ratio of Females to Males
	Female	Male	
Innovative and Creative			
# cases	19	12	1.58
# references	54	27	2.00
Mean % case coverage	0.60%	1.02%	0.59
Intuition and Sensing			
# cases	20	25	0.80
# references	43	64	0.67
Mean % case coverage	0.56%	0.44%	1.27
Passion and Dreams			
# cases	18	20	0.90
# references	39	85	0.46
Mean % case coverage	0.43%	1.51%	0.28

Table 9

Representations of Power

	Gender of Protagonist		Ratio of Females to Males
	Female	Male	
Coercive			
# cases	1	0	N/A
# references	2	0	N/A
Mean % case coverage	0.47%	0	N/A
Empowers Others			
# cases	7	2	3.50
# references	9	3	3.00
Mean % case coverage	0.40%	0.23%	1.74
Expert			
# cases	5	43	0.12
# references	8	69	0.12
Mean % case coverage	0.68%	0.37%	1.84
Legitimate			
# cases	2	48	0.04
# references	2	65	0.03
Mean % case coverage	0.38%	0.27%	1.41
Limited or No Power			
# cases	2	1	2.00
# references	2	1	2.00
Mean % case coverage	0.22%	2.22%	0.10
Referent			
# cases	0	3	0.00
# references	0	5	0.00
Mean % case coverage	0	0.25%	0.00
Reputational			
# cases	10	13	0.77
# references	20	30	0.67
Mean % case coverage	0.94%	0.47%	2.00

Table 10

Representation of Leadership Characteristics

Variable	Gender of Protagonist		
	Female Cases	Male Cases	Ratio of Females to Males
Leader			
# cases	13	12	1.08
# references	22	15	1.47
Mean % case coverage	0.29%	0.65%	0.45
Rational, Decisive, Evidence Based			
# cases	33	32	1.03
# references	104	128	0.81
Mean % case coverage	0.98%	1.65%	0.59
Risk-Taking			
# cases	8	5	1.60
# references	16	20	0.80
Mean % case coverage	0.53%	0.81%	0.65
Risk Averse			
# cases	4	1	4.00
# references	4	1	4.00
Mean % case coverage	0.20%	0.06%	3.33
Intuition and Sensing			
# cases	20	25	0.80
# references	43	64	0.67
Mean % case coverage	0.56%	0.44%	1.27

Table 11

Representation of Collaborative Behavior

Variable	Gender of Protagonist		Ratio of Females to Males
	Female	Male	
Total Collaboration			
# cases with quotations	21	28	0.75
# quotations	40	105	0.38
Mean % case coverage	0.42%	0.76%	0.55
Interpersonal			
# cases with quotations	15	14	1.07
# quotations	29	28	1.04
Mean % case coverage	0.39%	0.46%	0.85
Intraorganizational			
# cases with quotations	3	6	0.50
# quotations	3	9	0.33
Mean % case coverage	0.15%	0.24%	0.63
Inter-Organizational			
# cases with quotations	8	26	0.31
# quotations	12	67	0.18
Mean % case coverage	0.32%	0.56%	0.57

Note: the female cases exclude one outlier (Amisha Gupta), which at 25% quotations skewed the % case coverage.

Table 12

Representations of Agentic Behavior

	Gender of Protagonist		Ratio of Females to Males
	Female Cases	Male Cases	
Active Protagonist			
# cases	41	50	0.82
# references	137	465	0.29
Mean % case coverage	1.02%	2.87%	0.36
Active Other			
# cases	2	2	1.00
# references	3	8	0.38
Mean % case coverage	1.14%	0.42%	2.71
Passive Protagonist			
# cases	8	23	0.35
# references	18	70	0.26
Mean % case coverage	0.49%	0.53%	0.92
Passive Other			
# cases	1	1	1.00
# references	1	1	1.00
Mean % case coverage	0.16%	0.02%	8.00

Table 13

Representations of Crucible Experience

	Gender of Protagonist		Ratio of Females to Males
	Female	Male	
Total Crucible Experiences			
# cases	13	21	0.62
# references	17	52	0.33
Mean % case coverage	1.44%	1.46%	0.99
CSR			
# cases	0	3	0.00
# references	0	7	0.00
Mean % case coverage	0	2.86%	0.00
For Profit			
# cases	8	7	1.14
# references	10	11	0.91
Mean % case coverage	1.63%	1.93%	0.84
Non-Profit			
# cases	3	10	0.30
# references	4	25	0.16
Mean % case coverage	1.28%	1.35%	0.95
Social Enterprise			
# cases	2	7	0.29
# references	3	8	0.38
Mean % case coverage	0.91%	0.57%	1.60

Table 14

Representations of Personal Characteristics

Variable	Gender of Protagonist		Ratio of Females to Males
	Female Cases	Male Cases	
Cautious			
# cases	11	6	1.83
# references	15	6	2.50
Mean % case coverage	0.27%	0.10%	2.70
Certitude			
Certain			
# cases	40	46	0.87
# references	125	359	0.35
Mean % case coverage	0.90%	1.88%	0.48
Uncertain			
# cases	25	35	0.71
# references	50	155	0.32
Mean % case coverage	0.59%	0.74%	0.80
Emotions			
Emotional			
# cases	27	14	1.93
# references	98	34	2.88
Mean % case coverage	0.74%	0.56%	1.32
Needing Emotional Support			
# cases	3	2	1.50
# references	8	4	2.00
Mean % case coverage	0.94%	0.85%	1.11
Overwhelmed			
# cases	8	8	1.00
# references	18	10	1.80
Mean % case coverage	0.53%	0.16%	3.31
Ethics and Values			
# cases	4	13	0.31
# references	11	20	0.55
Mean % case coverage	1.22%	0.16%	7.63
Aggressive			
# cases	12	8	1.50
# references	24	12	2.00
Mean % case coverage	1.44%	0.41%	3.51
Detail Oriented			
# cases	19	11	1.73

# references	33	16	2.06
Mean % case coverage	0.41%	0.47%	0.87
<hr/> Quality Oriented <hr/>			
# cases	10	7	1.43
# references	27	19	1.42
Mean % case coverage	0.60%	0.43%	1.40
<hr/> Credible <hr/>			
# cases	25	7	3.57
# references	48	9	5.33
Mean % case coverage	0.98%	0.18%	5.44
<hr/> Lacking Credibility <hr/>			
# cases	12	0	NA
# references	21	0	NA
Mean % case coverage	0.55%	0.0%	NA

Appendix A
 Female Cases in Sample
 All Cases Sourced from Ivey Publishing include Product Number

- Agarwal, S. (2013). *Tehelika in crisis*. 9B14M081.
- Alon, I., Dugosh, J., & Lohwasser, M. (2014). *Israeli wines in China: Reaching for new heights*. 9B14M006.
- Alon, I., Wang, H., Dugosh, J., & Oberdorf, K. (2014). *Dialogue in the dark: Social enterprise in China*. 9B14M014.
- Apaydin M., Mostafa A., Mohamed Sherin, M., Ali Mobarak, M., Mohsen Fahmy, A., & Labib, D. (2014a). *Azza Fahmy Jewellery: International expansion*. 9B13M099.
- Apaydin M., Mostafa, A., Mohamed Sherin, M., Mobarak, M., Fahmy, A., & Labib, D. (2014b). *Azza Fahmy Jewellery: Restructuring a successful startup*. 9B13M097.
- Apaydin M., Mostafa, A., Mohamed Sherin, M., Mobarak, M., Mohsen Fahmy, A., & Labib, D. (2014c). *Azza Fahmy Jewellery: Expand locally or internationally?* 9B13M098.
- Apaydin, M., Mostafa, H., & Khauli, L. (2014d). *Azza Fahmy Jewellery: Going online post revolution (A)*. 9B14M023.
- Apaydin, M., Mostafa, H., & Khauli, L. (2014e). *Azza Fahmy Jewellery: Going online post revolution (B)*. 9B14M024.
- Avadhanam, R., & Pidikiti, J. (2014). *ALEAP: A leap of faith for women entrepreneurs*. 9B14M090.
- Bastian, B. (2014). *Inaash: Bridging the chasm between nonprofit objectives and long term financial profitability*. 9B14M004.
- Boothe, P. (2014). *Environment Canada*. 9B14M011.
- Branzei, O., Lin, H., & Chakravarty, D. (2014). *WWF's living planet at work: Championed by HP*. 9B14M014.
- Chandrasekhar, R. (2014). *Xerox Innovation Group – From products to services*. 9B14M034.
- Chaudhri, V., & Kaul, A. (2014). *IBM India: Localizing a global model of corporate citizenship*. 9B14C020.
- Chia, E., & Chu, S. (2014). *Denka Chemicals*. 9B14E007.
- Conway Dato-on, M. (2014). *Fundación Bringas Hahgenbeck (FBH): Serving the needs of Mexican senior citizens*. 9B14A005.
- Cornhill, A. (2014). *Mistral Energy: A tale of two power markets*. 9B14E011.
- Daouk-Oyry, L., & Jamali, D. (2013). *Shankaboot: Extending the web series from Lebanon to other Arab countries*. 9B13M106.
- Eaton, C., Hunt, W., & Smart, M. (2014). *Helio Polymer Enterprises*. 9B14D002.
- Eccleston, G. (2014). *HudBay Minerals: Acquisition of Norsemont Mining*. 9B14N013.
- Funk, T., & Lange-Faria, W. (2014). *Le Cerf de Tremblant*. 9B13A037.
- Hae, R. (2014). *Korra Dancewear*. 9B14A011.
- Hawarden, V., Sutherland, M., & Prangle, A. (2013). *Tackling the HIV/AIDS pandemic through multipartner stakeholder engagement*. 9B13C029.
- Heimeriks, K., Gunther, M., & Lelieveld, M. (2014). *Lighting up Philips' Asian entertainment activities (B)*. 9B14M019.
- House, D. (2014). *Complete service billing*. 9B14M023.
- Huang, K. (2014). *Indigo Books and Music Inc*. 9B14N008.

- Jarosinski, M. (2014). *Burberry*. 9B14A014.
- Jayakumar, T., Ray, N., Mulanjur, D., Basu, D., & Patkar, G. (2014). *Sudarshan Chemicals India: Crowd-sourcing for corporate sustainability*. 9B14M065.
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- Keynon, K. (2013). *Can Facebook save our furry friends?* 9B13A031.
- Korman, D., Liu, I., & Xie, S. (2014). *Lilgaa Property Management: Property investing in Eldoret, Kenya*. 9B14M043.
- Laszlo, C., & Briggs, A. (2013). *La Vaca Independiente: Should a social enterprise adopt a for-profit business model?* 9B13C033.
- Leithwood, M. (2013). *SOJO: Modelling social enterprise*. 9B14M023.
- Maamoun, A. (2014). *Lake Superior Lodge: It's not always about "Location, location, location."* 9B14A007.
- Marcolin, L. (2014). *Hustream Technologies interactive video*. 9B14E008.
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- Neal, C., & Karim, S. (2014). *A student's dilemma: Rent or buy?* 9B14E013.
- Pandey, N., & Singh, G. (2014). *Ludhiana City Bus Services Limited: Pricing for profits*. 9B14A019.
- Qi, M., & Demeester, L. (2014). *Monnikenheide*. 9B13D020.
- Ross, C., & McKenzie, D. (2014). *The Montreal Stars*. 9B14A043.
- Saganski, M. (2013). *Sarah Vickers: Post acquisition career management*. 9B13C015.
- Shah, S., Sankar, A., & Sharp, D. (2014). *Hindustan Unilever Ltd.: Meeting employee expectations*. 9B13C036.
- Sharma, G., & Ghatge, I. (2013). *Ford Motor Company: New shades of green through soy foam*. 9B13M109.
- Sharma, G., & Hyatt, D.G. (2013). *Taj Hotels: Building sustainable livelihoods*. 9B13C032.
- Shuh, A. (2014). *Cole and Parker: Socks that start businesses*. 9B14A006.
- Smith, A., & Cram, H. (2014). *Sickkids in Qatar – Responding to a request for proposal*. 9B14M025.
- Tatachari, S. (2014). *Amisha Gupta's first year at work*. 9B14C002.
- Thomson, M., Goldberg, E., Gottlieb, B., Landy, S., Solomon, S., & Sittler, L. (2014). *Dove Real Beauty sketches campaign*. 9B14A012.
- Tsui, A., & Cheung, R. (2014). *Diamond Cab: An investment of a philanthropy fund*. 9B13M077.
- Venkatesh, S., & Bhatia, S. (2013). *7-Eleven in Thailand*. 9B13B021.
- Zolf, J. (2014). *Jill's Table: Digitizing a retail legacy*. 9B14A002.

Appendix B
Male Cases in Sample

- Agarwal, R., D'Souza, K., & Kumbluvellil, A.J. (2014). *AGV: Crisis at the top*. 9B14C008.
- Aggarwal, A., Kamath, R., & Rao, S. (2013) *Evoe Spring Spa: A positioning dilemma*. 9B13A051.
- Alvi, F.H. (2014). *Vice Media: Competitive advantage and global expansion*. 9B14M039.
- Austin, R.D., Minbaeva, D., & Schafer, S. (2014). *Tokyo Jane*. 9B14M085.
- Ayensu, F., Haggerty, N., Faircloth, J., Fisher, H., & MacNicol, D. (2014). *Scuby's Enterprises: Starting a business in Ghana*. 9B14M041.
- Bell, P., Bedminster, S., & Onianwah, R. (2013). *My School Bus*. 9B13E016.
- Bhatnagar, J., Sharma, N., & Gupta, N. (2013). *The Indian greenpreneur: Management of frenemy talent and coopetition*. 9B13C028.
- Boon, R., Campbell, C., & Pitt, L. (2014). *Nespresso and the U.S. market*. 9B14M080.
- Boothe, P., Dicherni, R., & Lyons, C. (2014). *FedDev Ontario*. 9B14M010.
- Branzei, O., & Hu, Y. (2013). *NPI in China: Organizing for social good*. 9B13M122.
- Dawar, D., & Chandrasekhar, R. (2014). *Dlight Design*. 9B14A023.
- Dunbar, C., & Hatch, D. (2013). *Inmet Mining Corporation: Corporate bond issuance*. 9B13N021.
- Dutta, D., & Manimala, M.J. (2014). *Eyes of Janus: Evaluating learning and development at Tata Motors*. 9B14C034.
- Gillett, M., Sturby, C., & Bowden, L. (2014). *Loblaw and Shoppers Drug Mart*. 9B14B003.
- Surie, G. (2013). *Kalamandir: Creating an ecosystem for livelihood generation*. 9B13M080.
- Goyal, S., & Kapoor, A. (2013). *Diversey in India: The growth challenges and options*. 9B13M115.
- Goyal, S., Kapoor, A., & Gupta, R. (2014). *Boond: Enabling access to energy solutions for rural India*. 9B14M048.
- Grasby, E., & Finnbogason, C. (2013). *MacKenzie & Marr Guitars*. 9B13A038.
- Grasby, E., & Miller, A. J. (2014). *Wacky Webster's TV & Home Audio*. 9B14B008
- Grasby, E., & Ian Dunn, I. (2014). *Hockley Valley Brewing Co. Inc.* 9B14B006.
- Grasby, E., & Shuh, A. (2014). *Mama J's Marmalade*. 9B14B002.
- Haggerty, N., Hernden, D., & Wang, A. (2013) *Rawanda Backpackers*. 9B13A046.
- Jagadale, S., & Maitra, D. (2014). *Bandhan Microfinance: Is transformation to bank status required?* 9B14N019.
- Joshi, C., Bapuji, H., & Chandrasekhar, R. (2013). *Windermere Manor: Sustainability and change*. 9B13C044.
- Konrad, A., & Shuh, A. (2013). *Deloitte Consulting GTA: The Deloitte dads initiative*. 9B13C046.
- Laszlo, C., Briggs, A., & Potdar, J. (2013). *GOJO Industries: Aiming for global sustainability leadership*. 9B13M108.
- Lee, S. H., Cotte, J., & Blanchard, D. (2014). *Abercrombie & Fitch: Is it unethical to be exclusive?* 9B14A009.
- Mehrotra, S., & Pereira, A. (2014). *Manjushree Technopak Limited*. 9B14M074.
- Mehrotra, S.U., & Rangan, S. (2014). *Robert Bosch Engineering India: Plotting a growth strategy*. 9B14M099.

- Moroz, P., Parker, S., & Gamble, E. (2014). *Growing Tentree: Social enterprise, social media and environmental sustainability*. 9B14M030.
- Mulholland, R. (2013). *The Kinkajou Bottle Cutter*. 9B13A034.
- Pandit, D., & Sahay, A. (2013). *Nurturing Green: The growth dilemma (C)*. 9B13M081.
- Parkin, M., Bigus, P., & Tekriwal, S. (2013). *Movember: More mo sistas*. 9B13M086.
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- Pirouz, R., & Mark, K. (2014). *Customer segmentation and business model evolution at Unbounce*. 9B14A029.
- Raffety, R., & Branzei, O. (2013). *Wellspring (A): Partnering for compassion*. 9B13M131.
- Raggio, R. and Eubanks, B. (2013). *Michael Shaps Winery: Evaluating the "Custom Crush" Opportunity*. 9B13A027.
- Raghavan, S. (2014). *Reboot Systems' refurbished computers: A frugal solution for digital divide*. 9B14M089.
- Rowe, G., & Prashad, S. (2013). *ORNGE: A crisis at Ontario's air ambulance service*. 9B13C005.
- Roy, D., & Bandyopadhyay, A. (2014). *K M Trans Logistics: Workshop operations*. 9B14D009.
- Sandeep, P. (2013). *Ajanta Packaging*. 9B13A049.
- Sider, M., & Bloomfield, R. (2014). *Escapes Outdoor Living Designs Inc*. 9B14M044.
- Snowdon, A., Schnarr, K., & Kunsch, A. (2014). *Organizational transformation at the Centre for Addiction and Mental Health*. 9B14M083.
- Snowdon, A., Smith, A., & Cramm, H. (2013). *Strongest Families*. 9B13M133.
- Sondhi, N., & Singhvi, S. (2013). *Safe Water Network in India*. 9B13A047.
- Subramanian, R. (2014). *SodaStream takes on Coke and Pepsi*. 9B14M038.
- Swaminathan, T. N., & Thamizhvanan, A. (2013). *Jade Magnet: Creating a crowdsourcing enterprise*. 9B13M085.
- Thomson, M. & Meagher, I. (2013) *The Ontario Hockey League*. 9B13A028.
- Weil, M., & Rao, C. (2014). *Dovercourt Recreation Centre - healing a rift*. 9B14C039.
- Yadav, A., & Ashra, S. (2013). *Harmonizing demand forecasting and supply at Mahindra & Mahindra, Ltd*. 9B13D019.
- Yan, X., MacFayden, M., & Morden, M. (2014). *getClarity Inc. (A)*. 9B14E015.

Appendix C
Table C1
Codebook Presence and Absence of Women and Men

Code	Description
Decision Faced	
Acquisition	
Career Choice	
International Growth	
Inventory Management	
Make or Buy	
Marketing Planning	
Recommendation	<ul style="list-style-type: none"> • Protagonist is not the decision maker
Organizational Structure	
Resource Allocation and Attainment	
Scaling Innovation Internally	
Stakeholder Relations	
Start-up Viability	
Strategic Growth	<ul style="list-style-type: none"> • How to best grow
Strategy	<ul style="list-style-type: none"> • Changing customer needs
Description of Other Characters	
Other Men in Case	
Other Women in Case	
Direct Quotations	
Attributed to Brand or Organization	
Female Protagonist	
Male Protagonist	
Other Female Character	
Other Male Character	
Pink	
Industry	<ul style="list-style-type: none"> • Fashion, Food, Family, Furniture
Role	<ul style="list-style-type: none"> • HR, Marketing, Law
Roles	
Line	<ul style="list-style-type: none"> • Responsibility for profit and loss
Staff	<ul style="list-style-type: none"> • Support of line operations
Work Life	<ul style="list-style-type: none"> • Reference to family/work life balance

Appendix C	
Table C2	
<i>Codebook Representation of Personal Characteristics</i>	
Code	Description
Aggressive	<ul style="list-style-type: none"> Driven, not satisfied, determined, confronted, intense
Brave	<ul style="list-style-type: none"> Brave, fearless
Certitude	
Certainty	
Uncertainty	
Cautious	<ul style="list-style-type: none"> Slow, careful, hesitant, shy
Credibility	
Credible	<ul style="list-style-type: none"> Competent, experienced, knowledgeable
Lack of Credibility	<ul style="list-style-type: none"> Question abilities, lacking experience, lacking competence, lacking knowledge
Detail Oriented	<ul style="list-style-type: none"> High standards, control, controlling
Effort	<ul style="list-style-type: none"> Effort, dedicated, striving, struggling, grappling
Emotional	<ul style="list-style-type: none"> Tension, angry, frustrated, relief
Expert	<ul style="list-style-type: none"> Expert, respected
Overwhelmed	<ul style="list-style-type: none"> Overwhelmed, stressed, pressured, onslaught, mind racing, mind filled
Pleased, Optimistic	<ul style="list-style-type: none"> Pleased, optimistic, enjoy, hopeful, hope, proud, honoured, excited about awards, experience, people.
Quality Oriented	<ul style="list-style-type: none"> Concern about quality, quality control
Worried, Concerned	<ul style="list-style-type: none"> Worried, worry, concerned, anxious, nervous, shaken, acutely aware, sleepless night
Needs Representation	
Emotional Support	<ul style="list-style-type: none"> Needing emotional support
Financial Support	<ul style="list-style-type: none"> Needing funding
Knowledge	<ul style="list-style-type: none"> Needing information or knowledge
Seeking Advice from Female Figure	<ul style="list-style-type: none"> Asked or sought advice
Seeking Advice from Male Figure	<ul style="list-style-type: none"> Asked or sought advice
Skills	<ul style="list-style-type: none"> Needing new skill or expertise

Appendix C
Table C3
Codebook Representation of Leadership Characteristics

Code	Description
Leader	<ul style="list-style-type: none"> Led a team, leads
Credentialing	<ul style="list-style-type: none"> Position title, educational experience, previous work experience, awards received
Challenge	<ul style="list-style-type: none"> Challenge, difficulty, dilemma, struggle, problem
Collaboration	
Interorganizational Collaboration	<ul style="list-style-type: none"> Collaborating with another organization or customer
Interpersonal Collaboration	<ul style="list-style-type: none"> Collaborating with another person, receiving feedback from another person
Intraorganizational Collaboration	<ul style="list-style-type: none"> Collaborating with other departments or units in an organization
Pink Behavior	<ul style="list-style-type: none"> People oriented, people interaction, relationship
Power	
Coercive	
Empowers Others	
Expert	
Legitimate	
Limited or No Power	
Referent	
Reputational	
Reward	
Rational, Decisive	<ul style="list-style-type: none"> Evidence, analysis, decided, strategic
Risk Averse	<ul style="list-style-type: none"> Avoid risks
Risk-Taking	<ul style="list-style-type: none"> Taking risks

Appendix C
Table C4
Codebook Representation of Vision

Vision	
Attributed to Female Protagonist	<ul style="list-style-type: none"> Goals, wants, vision, direction, values
Attributed to Male Protagonist	<ul style="list-style-type: none"> Goals, wants, vision, direction, values
Attributed to Organization	<ul style="list-style-type: none"> Goals, wants, vision, direction, values
Visionary Characteristics	
Innovative, Creative	<ul style="list-style-type: none"> Innovative, creative, curious, intrigued, inspired, experiment, change agent
Intuitive, Sensing	<ul style="list-style-type: none"> Felt, feel, sensing opportunities, intuition
Passion, Dreams	<ul style="list-style-type: none"> Passion, dreams, excitement about attainment of dream, enthusiasm, motivation, personal commitment, meaning
Crucible	<ul style="list-style-type: none"> Experiences that shaped the desire to lead or the passion for a particular choice

Table 1-SM

Descriptive Quotes from Cases Featuring Female Protagonists and Male Protagonists

Variable	Female Protagonist	Male Protagonist
Rich Descriptions	<p>Diana House's career included that of investor, creator, and entrepreneur. After her graduation from Bond University's law school in 2009, Diana launched Tiny Devotions, an intention based accessories company that became successful through being first to market in North America selling mala beads. <i>(Cole and Parker)</i></p> <p>Hewings, the general manager of the Stars, was herself a volunteer who devoted many hours per week to the club. She had a bachelor's degree from McGill University and a graduate diploma in communications from Concordia University. She worked for eight years at Hour Magazine, a weekly Montreal newspaper, as writer and editor. She had played for both the McGill University Martlets and the Stars and was appointed the team's general manager in 2010. She had also done extensive research on hockey and published numerous in-depth articles about female hockey for various media. <i>(The Montreal Stars)</i></p>	<p>Jeff House graduated from London Ontario's Western University in 2007 with an honors bachelor's degree in health sciences. Upon graduation, House began a career in real estate, successfully transacting \$20 million in sales and 120,000 square feet of leasing in his first few years. He launched House Group, Inc., an asset management company with several commercial and residential properties in their portfolio. Jeff also offered several real estate brokerage and consulting services, with a strategic focus on the development, construction, and project management of properties in the city of London, Ontario, Canada. <i>(Cole and Parker)</i></p> <p>The Vice ethos reflected the personality of its founders, neither of whom had formal business training. Alvi had been raised in Canada and the United States in a household of immigrant academics from Pakistan, where he was perpetually bridging the distance between the South Asian culture and Islamic religion of his parents and daily life in North America. He graduated from McGill University in Montreal with a BA in philosophy. His academic experiences included earning a failing grade in feminist literature and subsequently dropping out of graduate school—early indicators of his inability to embrace mainstream political correctness. He had also faced, and won, a personal battle overcoming substance addiction. Alvi brought to Vice an edgy, hardened street credibility that, combined with his cerebral, philosophical view of freedom of expression and his editorial interests, produced a journalistic style that routinely pushed the boundaries of conventional sensibility. <i>(Vice Media)</i></p>

Variable	Female Protagonist	Male Protagonist
Direct Quotations	<p data-bbox="464 269 1150 418">“Younger workforce—folks who are just out of college—expect the workplace to have fun elements, they are full of energy and want to do things that are meaningful and impactful. They are also ambitious, in a hurry to get to the goal and achieve success.” <i>(IBM India)</i></p> <p data-bbox="464 638 1150 813">“Our customers continue to love that product; we have an aggressive sampling program as well. We make sure our customers can try the product, whether it is our own olive oil or one of our supplier’s. We keep in direct contact with our suppliers, so that’s a relationship we value.” <i>(Jill’s Table)</i></p>	<p data-bbox="1192 269 1887 602">“Our biggest competitor is water. You find decent restaurants, which would use a cellulose pad; they wet and mop the table before they make you sit there. The guy goes, and you would find streaks on the table. I call a cleaning cloth a dust redistribution device. It just makes sure that whatever food is dropped on one side is crushed and distributed rapidly across the whole table. So there is a need to understand the actual meaning of hygiene and cleaning. That which appears clean to the naked eye, may not be the expected level of hygiene and cleaning.” <i>(Diversey in India)</i></p> <p data-bbox="1192 638 1887 873">“The traditional advertising model for attracting 18-34 year olds is broken. We realized that authentic content was the way to connect and engage with the audience. We created an in-house ad agency as a way to work with brands who might otherwise have been cautious about working with Vice. We didn’t realize it at the time, but it became a way for us to access large corporate budgets without compromising our edgy content.” <i>(Vice Media)</i></p>

Table 2-SM

Leading Differently Quotes from Cases Featuring Female Protagonists and Male Protagonists

Variable	Female Protagonist	Male Protagonist
Working in Context of Team	As Lawrence and her team analyzed the current situation... (Hustream Technologies)	Hayman and the team needed to devise a strategy. (<i>Nurturing Green</i>)
	Mielewski and her team began sharing their initial formulations. (<i>Ford Motor Company</i>)	...in discussions with his management team. (<i>Bandhan Microfinance</i>)
Attribution of Vision	Her commitment to her original mission made her even more determined to see la Vaca Independiente become sustainable, both financially and socially. (<i>La Vaca Independiente</i>)	How will we reach one billion people every day? Tom Marting stared at the array of handouts and posters on his desk, thinking of his company's big hairy audacious goal (BHAG), set in 2010, to deliver wellbeing to one billion people every day. (<i>GOJO Industries: Aiming for Global Sustainability Leadership</i>)
	She had a goal that was focused on changing the stereotypes about and discrimination against disabled persons in mainland China. (<i>Dialogue in the Dark</i>)	In March 2006, Lui travelled to the Skoll World Forum with a delegation from the emerging non-profit community in China. Rubbing shoulders with the worlds' first and most ambitious social entrepreneurs ³ rekindled his resolve to change the world. (<i>NPI in China: Organizing for Social Good</i>)
Passion	As much as the accomplishments she made over the past few years were milestones of her passion and perseverance (<i>Lilgaa Property Management</i>)	Chris Mazza is articulate, intelligent, passionate (<i>ORNGE</i>)
	This is where she developed a passion for aiding the blind (<i>Dialogue in the Dark</i>)	...he is highly motivated and a passionate advocate of nature. (<i>Nurturing Green</i>)
Creativity and Innovation	Fahmy's designs were considered new and unique compared to other jewellery products sold in the Egyptian market (<i>Azzy Fahmy Restructuring a Successful Startup</i>)	...having the authority to make important business decisions and being able to make more creative decisions (<i>Scuby's Enterprises</i>)

Variable	Female Protagonist	Male Protagonist
Creativity and Innovation (Cont)	Leung had to raise funds through innovative methods. (<i>Diamond Cab</i>)	Umbrella manufacturing was an unorganized business with no patenting at all for the trademarks used. The most commonly used trademarks at that time were moonlight, sunlight, etc. To get recognition in this unorganized sector of business, one had to do things differently, and so I did two things: first, I came up with the completely new brand name “Rhino” after the treasured animal found in the Khaziranga National Park in Assam; and second, I used screen printing, which was powder free and unique at that time. (<i>Manjushree Technopak Limited</i>)
Intuition Sensing and Gut Feel	I believe in slow and steady initially, but once I feel it in my gut, look out — I am going to go hard and really fast. (<i>Jill’s Table</i>) Edmonds thought that sustainability could become a key differentiator in the IT hardware market, where products were becoming commoditized. (<i>WWF’s Living Planet</i>)	Marting could not help but feel that success in achieving this goal (<i>GOJO Industries</i>) Birnbaum reflected on what transpired: The marketing presentation was delivered by a lawyer, since there was no marketing department. I sensed doom. No basic questions were answered. Things like, why aren’t you in the U.S.? In Russia? I told him [Birnbaum’s friend], ‘It feels like everything is wrong, but I wouldn’t know what to do with it.’” (<i>SodaStream Takes on Coke and Pepsi</i>)
Power	A recipient of several prestigious awards...Chaudhury was also categorized as one of 150 “power women who shake the world” by Newsweek (USA) in 2011 (<i>Tehelika in Crisis</i>) Suppliers began to recognize Wilcox, appreciating her culinary expertise and passion for the business. (<i>Jill’s Table</i>)	His reputation was among the best in the Virginia wine industry (<i>Michael Shaps Winery</i>) David Branch became the fourth commissioner of the OHL on September 15, 1979. He had an array of experience within junior hockey since graduating from the University of Amherst, Massachusetts; he had been a member of his university’s hockey team and was passionate about hockey in general. Along with being the commissioner of the OHL, he had also served as president of the CHL since 1996. He was highly regarded within the Canadian junior hockey community. (<i>The Ontario Hockey League</i>)

Variable	Female Protagonist	Male Protagonist
Risk-Taking	...she decided to take a risk and develop this new collection (<i>Azzy Fahmy Restructuring a Successful Startup</i>)	Lehouse had a script loosely developed and, in his own words, he "just went for it." (<i>The Kinkajou Bottle Cutter</i>)
	To encourage more people in need of travel, she pioneered a partnership with Hong Kong Disneyland and other organizations (<i>Diamond Cab</i>)	Lui himself had become somewhat of a maverick in his youth (<i>NPI in China</i>)
Risk Averse	Wong and Potter wanted to start the business slowly and initially planned to target only the 10 emergency room physicians at Highwood River Hospital (<i>Complete Service Billing</i>)	Pfeiffer tended to be more cautious (<i>Tokyo Jane</i>)
	She understood the enormous benefits that the partnership had to offer but recognized the need for a comprehensive strategy to mitigate all of the associated risks (<i>Sickkids in Qatar</i>)	
Rational, Decisive, Evidence based	Because social media platforms could be used or downloaded free of cost, Ghaly thought that this would be the best way to cut media costs (<i>Azza Fahmy Online (A)</i>)	He needed to crunch the numbers and determine which choice would deliver the best returns. (<i>Michael Shaps Winery</i>)
	She knew she would need a quantitative NAV analysis to back up her reasoning (<i>HudBay Minerals</i>)	The dream was replaced with pragmatism (<i>The Indian Greenpreneur</i>)
Collaboration	So I try to involve everyone (<i>Amisha Gupta</i>)	...strong personal and project ties with the Chinese government. (<i>NPI in China</i>)
	Leung also worked with many important strategic partners, including elderly homes, disabled non-government organizations, oil companies, land developers, theme park operators, taxi operators and training organizations (<i>Diamond Cab</i>)	Another key to Hockley's success was the strong relationship Smellie had built with the LCBO. He considered the LCBO a valuable partner and had fostered this relationship by focusing on how Hockley could best help the LCBO. (<i>Hockley Valley Brewing Co. Inc.</i>)
Agentic Behaviors	Fahmy's dream of Azza Fahmy Jewellery (AFJ) becoming an international jewellery brand pushed her to move forward (<i>Azza Fahmy International Expansion</i>)	The growth potential for a good product on such a platform was obvious to Lehoux and he immediately started to think about potential projects to debut on Kickstarter. (<i>The Kinkajou Bottle Cutter</i>)

Variable	Female Protagonist	Male Protagonist
Agentic Behaviors (Cont)	Wagoki was able to begin production with an upfront investment of KSH15 million ² one year ago. Later, she purchased another section of the building in which she was currently operating for KSH2 million. (<i>Helio Polymer Enterprises</i>)	Soon after he joined, Deepankar set about making rapid changes in the business model to draw in new customers (<i>Ajanta Packaging</i>)
Leadership Crucible	<p>In high school, Swietoniowska discovered she also had a passion for fashion design. She had attended a Catholic school in Mississauga, Ontario, that required students to wear school uniforms. Once a month, the school held a “civies day,” and Swietoniowska took advantage of that day to wear clothes she had made herself. Swietoniowska then started designing and sewing dance costumes for herself and others because she was unhappy with the style, fit and comfort of the dancewear that was available in the retail market. As a direct result of this experiment, Swietoniowska decided to start her own dancewear clothing company. (<i>Korra Dancewear</i>)</p> <p>Living in a developing country and witnessing both the extreme poverty and excessive wealth of the Mexican population, Gutiérrez developed a strong sense of social responsibility in her years as an accountant. Over time, she became disillusioned with the concepts of corporate social responsibility. (<i>Fundación Bringas Hahgenbeck</i>)</p>	<p>As part of the management course, Grover went to Austria to join a global business program at the FH Joanneum University of Applied Sciences. The six-month exposure was a great learning experience. His “eureka moment” came one beautiful afternoon when a Croatian friend gifted him with a zodiac plant from her mother’s kitchen garden. He discovered that there was a flourishing industry of gifting plants in Austria. He wondered why giving plants could not be done in India. After all, “It makes sense in our country where gifting is an integral part of social behaviour.” (<i>Nururing Green: The Growth Dilemma (C)</i>).</p> <p>Since childhood, Nayyar was very particular about the wastage of resources and would go about making savings for his family by switching off lights and fans when not in use, and salvaging small pencil stubs which he would then elongate with pen caps. He rarely used fresh paper stationery and insisted on conserving and re-using blank sides of used paper. (<i>The Indian Greenpreneur</i>)</p>

Table 3-SM

Stereotypical Portrayal Quotes from Cases Featuring Female Protagonists and Male Protagonists

Variable	Female Protagonist	Male Protagonist
Emotional	Chaudhury was “shocked, devastated and angry” on reading the email (<i>Tehelika in Crisis</i>)	The smile of serenity turned into a laugh of kindling joy (<i>The Indian Greenpreneur</i>)
	I can’t wait to rock the world – feel like I’m unstoppable (<i>Amisha Gupta</i>)	Menon was clearly irritated ... (<i>Harmonizing Demand Forecasting and Supply at Mahindra & Mahindra, Ltd.</i>)
Cautious	...had to be careful with the amount of business it conducted. The small company could barely handle producing enough for the Egyptian market, let alone for the rest of the world. (<i>Azza Fahmy International Expansion</i>)	Raman was cautiously optimistic about the process (<i>Customer Segmentation and Business Model Evolution at Unbounce</i>)
	Therefore, she must be convinced that her customers would pay her in the future (<i>Helio Polymer Enterprises</i>)	Pfeiffer tended to be more cautious (<i>Tokyo Jane</i>)
Certainty and Uncertainty	Having worked in research for a long time, she knew how critical it was to be flexible in the approach taken (<i>Ford Motor Company</i>)	In terms of a long-term plan for the league, Branch knew there were a number of factors that could potentially contribute to the attendance problems in certain markets. (<i>The Ontario Hockey League</i>)
	Leung was unsure (<i>Diamond Cab</i>)	Marr was unsure whether his current Facebook budget was adequate (<i>Mackenzie & Marr Guitars</i>)
Ethics and Values	Swietoniowska hosted a charity fashion show in 2011 called “Dance for Life,” which was held to support local homeless shelters. (<i>Korra Dancewear</i>)	He felt very strongly about incorporating sustainability into his winemaking (<i>Michael Shaps Winery</i>)
	...employer whose values match their own, the opportunity to help make the world a better place. This quest for a job with meaning is precisely what led Adrienne to WWF to pursue her interest in corporate social responsibility and partnerships (<i>WWF Living Planet</i>)	He couldn’t — and wouldn’t — ignore the issues raised in the media about its helicopters’ medical interiors (<i>ORNGE</i>)

Variable	Female Protagonist	Male Protagonist
Quality and Detail Oriented	<p>Potter wanted to take one long last look at her business plan to ensure she had prepared the projected statement of earnings correctly (<i>Complete Service Billing</i>)</p> <p>“Every time I went to Europe I was disappointed by the quality of craftsmanship there, and felt I could do better given the chance” (<i>Azza Fahmy International Expansion</i>)</p> <p>Customers loved that Wilcox had done the research and offered them top quality (<i>Jill’s Table</i>)</p>	<p>Deepankar swore by commitment and quality of services (<i>Ajanta Packaging</i>)</p> <p>Crafted his own wines with careful attention to the details of fine wine industry (<i>Michael Shaps Winery</i>)</p>
Aggressive	<p>Leung demanded attitudinal and operational training for all new Diamond Cab drivers (<i>Diamond Cab</i>)</p> <p>Chaudhury also noted that it was on her insistence that Tejpal tendered an unconditional apology, a fact that was further corroborated when Tejpal later mentioned that he agreed to apologize due to Chaudhury’s “adamantine feminist principle insistence.” (<i>Tehelika in Crisis</i>)</p>	<p>Chandra was an aggressive go-getter (<i>AGV</i>)</p> <p>His old tea estate network came in handy, and he aggressively marketed to various tea companies across India (<i>Manjushree Technopak Limited</i>)</p>
Credibility	<p>Angela Ahrendts would be named as her replacement. Ahrendts had many years of experience within the fashion industry. She previously held various senior positions, including executive vice president at Liz Claiborne Inc., executive vice president of Henri Bendel and president of Donna Karan International. (<i>Burberry</i>)</p> <p>Knowledge gained in her business analytics course (<i>Denka Chemicals</i>)</p> <p>It was November 2013, and Mohsen had been with Harlequin for just over a year, after having completed her MBA at Harvard and spending seven years in various positions at Time Inc. During her early tenure at Harlequin, Mohsen had assisted various business units with strategy issues, mostly involving ways to adapt to the rise of e-books. (<i>Harlequin Enterprises</i>)</p>	<p>Deepankar joined Ajanta Packaging in 2005, after completing his MBA at IMT Ghaziabad in India with a gold medal. (<i>Ajanta Packaging</i>)</p> <p>... returning to Sudbury as chief executive officer (CEO) at Sunwire Inc. in late 2011. (<i>The Kinkajou Bottle Cutter</i>)</p>

Case Name and Ivey Publishing Product Number

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Amisha Gupta's first year at work. 9B14C002.
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