

PRME Gender Equality Working Group Global Repository

“Management”

Coordinators:

Camilla Quental, Assistant Professor, Management and Human Resources Department,
Audencia Nantes School of Management, Nantes, France, cquental@audencia.com

Susan M. Adams, Professor of Management & Senior Director, Center for Women & Business,
Bentley University, Waltham, MA, USA, sadams@bentley.edu

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I. CASE STUDIES

Shirley Leung, "Biogen"

http://www.bostonglobe.com/business/2015/04/16/not-enough-that-biogen-has-women-its-board-wants-help-others-same/6LvJ02IDHvS9mrTReC8OQM/story.html?s_campaign=8315

"Biogen: " by Shirley Leung, The Boston Globe, 17 Apr 2015

It's not enough that Biogen has women on its board. It wants to help others do the same. Biogen has three women on its 10-member board of directors, an unusual feat in corporate America and in the biotech industry but they are also priming the pump for women on boards everywhere by developing their senior women.

“Abby Joseph Cohen: A Career Retrospective”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=57725&R=903118-PDF-ENG&conversationId=391884

“Abby Joseph Cohen: A Career Retrospective,” Authors: Nanda, Ashish & Lieb, Kristin J., Harvard Business School, 2003.

This case provides a career retrospective as of 2003 on Goldman Sachs strategist Abby Joseph Cohen. It reviews Cohen's career path and progress through key decision points

“Ann Hopkins (A)”

<http://www.hbs.edu/faculty/Pages/item.aspx?num=12028>

“Ann Hopkins (A),” Author: Badaracco, Joseph L., Harvard Business School, 1991.

Intended to help students understand the many barriers organizations face as their members and their management ranks grow more diverse. As a case on business ethics, it encourages students to discuss what "fairness" and "diversity" mean when an organization is also trying to create a sense of teamwork and "fit." Based upon the open court records of Ann Hopkins versus Price Waterhouse, a sexual discrimination and sexual stereotyping suit brought by a woman who was denied partnership at Price Waterhouse. (The court found in her favor.) Includes lengthy exhibits drawn directly from Price Waterhouse.

“Bank of London”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=719153&R=909C04-PDF-ENG&conversationId=389187

“Bank of London,” Authors: Wilson, John G. & Seijts, Gerard, Richard Ivey School of Business, 2009.

The vice-president of the Bank of London was stunned to hear that the union representing clerical workers was initiating a complaint of gender discrimination in starting salaries. The vice-president had believed the Bank of London was actively promoting diversity and inclusion as a natural part of its culture; additionally,

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the senior leadership team understood how vital diversity and inclusion were to organizational effectiveness and growth. The vice-president was wondering what the accusation of discrimination was costing the Bank of London, and how to manage perceptions both inside and outside of the organization. To determine this, he wanted to understand if discrimination had in fact occurred and analyzed the following factors between male and female job-holders: beginning salary, time at current job, education and experience.

“BRAC”

<http://www.caseplace.org/d.asp?d=35>

“BRAC”, Author: Quelch, John A., Harvard Business School, 2003

BRAC is the world's largest NGO and has over the past 20 years experienced tremendous rates of growth. The case looks at diversity within the organization and the aspects of management that have made the organization so successful.

“Cathy Benko: Winning at Deloitte (A)”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=58948&R=907026-PDF-ENG&conversationId=391884

“Cathy Benko: Winning at Deloitte (A), Authors: Kolb, Deborah M, Hammer, Cailin B., McGinn, Kathleen L., Harvard Business School, 2006.

Jim Quigley, CEO of Deloitte and Touche's consulting practice, asks senior partner Cathy Benko to lead Deloitte & Touche's much publicized Initiative for the Retention and Advancement of Women (WIN). Benko, already the Lead Client Service Partner on one of Deloitte's largest west coast engagements and the firm's High Technology Sector Leader, rejects the offer. This sets off a series of moves by players across the firm. The case follows Benko's early career, detailing the reasons why Quigley believes she is the right person to lead the initiative. Both Quigley and Benko make decisions and take steps that shape Benko's role as a leader in the firm.

“CTV NewsNet (A, B, C)”

<http://www.caseplace.org/d.asp?d=1170>

“CTV NewsNet (A, B, C)”, Authors: Cavanaugh, Christina; Russell, Christina, Richard Ivey School of Business, 2010

A national television station aired the wrong take of a CTV Newsnet broadcast, one filled with ethnic, gender and social slurs aimed to amuse the technicians in the studio. When this segment was inadvertently aired, the station was thrown into a crisis management situation where every reaction required an action. The senior vice-president of news needed to make some major decisions quickly. He had to gauge public reaction and the effects of the incident on the growing reputation of CTV Newsnet and consider the vested interests of key stakeholders such as the parent company CTV Inc. and its major advertisers. This case explores the gravity of communication issues and lets students try their hand at making critical decisions, in

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tight time frames with imperfect information. Supplements CTV Newsnet (B), product number 9B01C027, discusses developing and implementing a communication strategy and CTV Newsnet (C), product number 9B01C028, focuses on the aftermath of the firing.

“Carol Fishman Cohen: Professional Career Reentry (A)”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=50572&R=803185-PDF-ENG&conversationId=391884

“Carol Fishman Cohen: Professional Career Reentry (A),” Authors: Hart, Myra M., Ely, Robin J. & Wogewoda, Susan, Harvard Business School, 2006.

Explores the career challenges facing highly successful women who leave the full-time workforce for several years to manage family commitments. Carol Cohen is a 1985 Harvard MBA who has professional line experience in a manufacturing environment, followed by a successful transition into investment banking. Details Cohen's decision to return to a professional career after almost 11 years out of the full-time workforce. Describes her decision-making process, including discussions with her husband about shared parenting responsibilities, and provides details of her professional networking, resume development, and interview preparation. Concludes with a job offer to Cohen from Sankaty Advisors, a Bain Capital Partners company. Discussion centers on the decision to return to work, the strategic plan and specific steps, and concludes with questions about setting expectations--both at home and at work--and negotiating terms.

“Carpax Company and Phyllis Copeland”

<http://www.caseplace.org/d.asp?d=3797>

“Carpax Company and Phyllis Copeland,” Author: Anonymous, *The Case Research Journal*, 1995.

Phyllis Copeland, an attractive but uneducated young woman with low qualifications, has received several promotions as her bosses ended their affairs with her. Now Carpax's new advertising director finds her performance and attitude intolerable. But because of her connections with top management, his own career may suffer if he takes action against her.

“Circus Oz”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=73278&R=SI69A-PDF-ENG&conversationId=389466

“Circus Oz,” Authors: Phills, James & Stockton, Hilary, *Stanford Graduate School of Business*, 2006

Circus Oz was Australia's premier international circus, having performed in 26 countries on five continents. In early 2002, Circus Oz enjoyed its strongest financial position since its founding in 1977, making a profit and sitting on a surplus of AUD\$1,169,313. Although in recent years the company had increased the percentage of revenue generated from the box office, more than 60% of its funding still came from the Australia Council, its largest government sponsor. Linda Mickleborough, general manager of Circus Oz, was pondering how to respond to a recent offer by the Australia Council to fund a new position, director of development, at Circus Oz. The Australia Council was strongly encouraging the circus to hire development

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professionals to expand its funding from corporate donors. As an enticement, the council offered to underwrite the cost of the position for two years. Mickleborough had found the ideal candidate. The decision, however, was still a difficult one. Circus Oz had relatively flat salaries, reflecting deeply held egalitarian and democratic values. These values were central to the company's creative process, culture, and aesthetic. The suggested salary of the development director position was more than two times the highest salary currently paid to any employee at Circus Oz. Such a large salary disparity might wreak havoc on the company's morale and culture.

“Diversity in the Workplace: A Legal and Statistical Analysis”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=2596192&R=UV3175-PDF-ENG&conversationId=389611

“Diversity in the Workplace: A Legal and Statistical Analysis,” Authors: Davidson, Martin H., Coplín, Cason & McKinney, Nicole, Darden School of Business, 2000

Although most major corporations in the United States claim they are attempting to create a workplace environment reflective of society's diversity (race, gender, etc.), there is a lack of available information describing the successes and failures of their efforts. This note provides a legal and statistical framework for evaluating (1) the federal government's involvement in antidiscrimination efforts, (2) a history of the prevalence and resolution of discrimination claims during the 1990s, and (3) a statistical analysis of U.S. workforce demographics and compensation levels.

“Employment Vignettes”

<http://www.hbs.edu/faculty/Pages/item.aspx?num=39076>

“Employment Vignettes,” Harvard Business School. Authors: Goldberg, Lena G. & Carr, Chad M., 2010. Six vignettes drawn from decided cases explore legal and business issues in hiring, firing, promoting and demoting employees, with emphasis on protected classes, pretext and anti-discrimination laws, in the setting of start-ups and privately held companies.

“A Framework for Pursuing Diversity in the Workplace Gender, Race and Ethnicity in Organizational Behavior”

<http://www.caseplace.org/d.asp?d=572>

“A Framework for Pursuing Diversity in the Workplace Gender, Race and Ethnicity in Organizational Behavior,” Authors: Brookshire, Michael and DeLong, Thomas J., Harvard Business School Publishing, 2006. Assesses the costs and benefits of pursuing diversity and pinpoints the primary barriers to creating diverse workplaces. It also proposes some options for advancing diversity in an organization.

“Helen Gates”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=2596239&R=UV3190-PDF-ENG&conversationId=389699

“Helen Gates,” Authors: Yemen, Gerry & Davidson, Martin H., Darden School of Business, 2002

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Ted Evans is the line manager at a construction materials plant in Richmond, Virginia. Over the years, Evans has had experience dealing with morale, training and development, materials handling, and quality control. Helen Gates, a 27-year company veteran, has come to see Evans with charges of both gender and racial discrimination. She believes she has been denied promotions because of an institutionalized system of discrimination. Gates is the only woman of color on line four of the C shift. She had approached management on several previous occasions with concerns over various easily resolved issues. This case challenges students to look at the issues from both sides of the fence. Gates had once been friendly with one of the individuals that she accuses of being disrespectful. Evans must weigh the issues. The case offers students a chance to view why people behave the way they do and to approach what is happening in relationships and interactions with a clearer understanding.

“Increasing Market Opportunities”

<http://www.caseplace.org/d.asp?d=1033>

“Increasing Market Opportunities,” The Center for Corporate Citizenship at Boston College, The Wallace B. Carroll School of Management, 2004.

For over thirty years, Turner Construction has offered a Construction Management Training Program that has provided a competitive strategy for the company while benefiting hundreds of minority and women owned construction businesses and building valuable relationships within local communities.

“Inland Steel Industries (A,B,C)”

<http://www.caseplace.org/d.asp?d=970>

“Inland Steel Industries (A,B,C), The Business Enterprise Trust. Authors: Weiss, Stephanie & Hanson, Kirk O., 1992.

Four minority employees at Inland Steel encourage their company to initiate more aggressive affirmative action and diversity efforts. The "gang of four," as they call themselves, challenge a white general manager to join them in promoting increased opportunities for minorities and women. Focuses on diversity, strategies for social change in organizations, and how senior managers can respond to grassroots campaigns. Teaching Purpose: Can be used in Organizational Behavior and Ethics courses to help students explore: 1) actions management can take to encourage true equality within a firm; 2) the effect of promoting diversity on profitability; 3) the difficulties minorities and women still face in corporate America; and 4) the problems that can arise when employees initiate social change in their firm. Supplements available (from Harvard Business School Publishing).

“Jensen Shoes: Lydon Twitchell’s Story”

<http://www.caseplace.org/d.asp?d=509>

“Jensen Shoes: Lydon Twitchell’s Story,” Authors: Gentile, Mary C. & Maus, Pamela J., Harvard Business School, 1994.

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Details the experiences of Jane Kravitz (Caucasian female), strategic product manager, and Lyndon Twitchell (African American male), a member of her staff at Jensen Shoes, a successful producer and marketer of casual, athletic, and children's footwear. They are assigned to new positions and to each other at the start of the story. Presents their very different points of view on their first couple of months working together. Teaching Purpose: Raises how stereotypes and self-fulfilling prophecies influence performance feedback. Can be taught in a variety of ways: with all students receiving both cases; half receiving one and half receiving the other; or a third of the class receiving both, one third receiving one, and one third receiving the other (as is appropriate). Should be used with Jensen Shoes: Jane Kravitz's Story.

“Jody McVay (A)”

<http://www.caseplace.org/d.asp?d=464>

“Jody McVay (A),” Authors: Sathe, Vijay V., & Conger, Jay, Harvard Business School Publishing, 1984.

A Harvard MBA '78 has been successful at getting things done in a consumer products company with an "entrenched" culture. She has also handled issues women face in a "male culture" rather well

“Julia Stasch (A,B)”

<http://www.caseplace.org/d.asp?d=496>

“Julia Stasch (A,B), Harvard Business School Publishing. Authors: Meyer, Kirk O., & Eisenberg, Jonathan, 1993.

A successful woman executive attempts to integrate women into the construction trade in Chicago. Julia Stasch rose from office assistant to president and chief operating officer of a major Chicago real estate firm, Stein & Co. This case describes her campaign to create expanded opportunities for women and minority-owned businesses as suppliers to construction projects, and for women and minority workers on construction sites. Discusses entrenched discrimination in a particular industry, and the creative change strategies implemented by one executive. Teaching Purpose: May be used in Human Resources, Organizational Behavior, Ethics, and Diversity courses to help students explore: 1) the design of affirmative action and diversity programs to address entrenched discrimination; 2) the role of business in encouraging diversity; 3) how one individual can create social change; and 4) strategies for increasing the acceptance of diversity of the workplace. Supplements available (from Harvard Business School Publishing).

“KT Sean: “Choose the Right Company”

<http://www.caseplace.org/d.asp?d=810>

“KT Sean: ‘Choose the Right Company,’ China Europe International Business School. Author: Lee, J., & Liu, J., 2007.

FedEx's People-First philosophy provided many people with the policies, procedures and programmes to bring about the best in individual staff and teams. The company's equal employment opportunity, training and development opportunities as well as the job change application policy have enabled countless employees to advance through the ranks into management and senior management positions. In fact FedEx

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China Domestic Service has three departments - customer service, finance and marketing - where women account for more than 75% of employees in the function, which is much higher than most other multinational companies in China. Kuan-Thye (KT) Sean joined FedEx ten years ago in Singapore. Besides being the human resources (HR) managing director of FedEx China Domestic Service based in Shanghai, she is concurrently the managing director responsible for setting up and running the Asia Pacific HR Services Centre (HRSC) located in Wuhan, which won the Asia Pacific Best New Shared Services Organisation 2007 in its first year in operation. KT's vision for the HRSC is to be a global shared services centre with an energetic and proactive team promoting the people-service-profit (P-S-P) culture. KT places a high priority on people development and is on constant lookout for learning and development opportunities for her team. She strongly believes that she is only successful if her team is successful. The case demonstrates how FedEx's policy on promotion from within the company has supported women employees' career development; and how FedEx has empowered KT Sean with the sophisticated leadership that has enabled her to make a significant contribution to empowering her subordinates.

“Leadership in Focus”

Series of Video Case Studies of the Center for Leadership Development and Research (CLDR), Stanford Graduate School of Business.

Leadership in Focus (Stanford Graduate School of Business)

<https://www.leadershipinfocus.net/presentations/video-cases/topic-id/7/>

These leadership cases are designed to be discussed in a group so that divergent viewpoints can be debated. This enables participants to broaden their perspectives and gain insights into the values and instincts that drive decision-making. Each video pauses to allow for discussion at key points in the leader's presentation: Background and Challenge, Decision, Results and Lessons learned.

“Leigh Rawdon”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=2572207&R=E389-PDF-ENG&conversationId=391884

“Leigh Rawdon,” Authors: Han, Arar, Gruenfeld, Deborah & Sweeney, Linda, Stanford Graduate School of Business, 2010.

Leigh Rawdon (HBS '01) started her career in call center software, then call center management. After earning her MBA, she moved to the Silicon Valley to work in a related field and be where her fiancée was. A year later, she was CEO and co-founder of a children's clothing company called Tea. Originally developed for the Stanford GSB course "Entrepreneurship from the Perspective of Women," this vignette describes Rawdon's journey to entrepreneurship.

“Managing Conflict in a Diverse Workplace”

<http://www.caseplace.org/d.asp?d=3031>

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“Managing Conflict in a Diverse Workplace,” Harvard Business School. Authors: Gentile, Mary C., & Gant, Sara B., 1995.

This case consists of several vignettes and discussion points around issues of conflict in the workplace. Issues presented are differences of race, gender, nationality, culture, religion; access to power, training, advancement; tolerance of style of management, language, politics; implications of involvement in these issues.

“Martha Goldberg Aronson: Leadership Decisions at Mid-Career”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=22190&R=406017-PDF-ENG&conversationId=391884

“Martha Goldberg Aronson: Leadership Decisions at Mid-Career,” Authors: George, William W. & McLean, Andrew N., Harvard Business School, 2005.

In 2005, Martha Goldberg Aronson must decide whether to accept an overseas posting in a functional role with Medtronic Corp. The move would be a professional stretch, but would entail leaving a position with a plan half completed and moving her young family overseas. Profiles the youth, career, family life, aspirations, and motivations of the rising executive. Provides information about the practical, personal, and business challenges of an international assignment. Raises questions regarding work-life balance and the opportunities of the proposed stretch assignment in balance with the desire to see an existing process through to completion.

“Promotion of Female Executives: An Executive’s Tough Decision”

<http://www.caseplace.org/d.asp?d=4703>

“Promotion of Female Executives: An Executive’s Tough Decision,” Tecnologico de Monterrey, Author: Pence Dudgeon, J., 2007.

This case emerged from discussion with my students about the situation of the Mexican professional woman. It is based on a variety and combination of real experiences and situations that the author has experienced in Mexico. As such, the case tries to bring together in one specific situation many of the issues involved when a Mexican female professional seeks promotion and advancement

“Rebecca S. Halstead: Steadfast Leadership”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=2671221&R=411050-PDF-ENG&conversationId=390069

“Rebecca S. Halstead: Steadfast Leadership,” Harvard Business School, Authors: Groysberg, Boris & Bell, Deborah, 2011.

Reviews Rebecca Halstead's career history, detailing how, through her personal attributes, skills, experiences, challenges, and organizational practices she developed into a successful leader and commander in the U.S. Army. The case profiles her leadership style and philosophy. It examines her career

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strategies and rise through the ranks; strategies she used to deal with challenges faced as a woman in the military; how she turned around a troubled military unit; and how she dealt with a difficult boss who threatened her command of a 25,000 person combat mission.

“Sarah Vickers-Willis: Career Decisions (A)”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=50213&R=802111-PDF-ENG&conversationId=391884

“Sarah Vickers-Willis: Career Decisions (A),” Authors: Hart, Myra M., Applegate, Linda M., Saltrick, Susan & Harden, Sarah, Harvard Business School, 2001.

Sarah Vickers-Willis, HBS MBA 1999, faces a critical career decision: Does she redirect the Internet start-up she helped found or join in shaping a for-profit firm with a social mission? Sarah, a young Australian business executive, has always strived to “find space” for what’s important to her in her career. Her career decisions began when she decided to interrupt a successful consulting career in Australia to attend Harvard Business School and continued through her founding (with three other HBS classmates) a fast-track Internet start-up. This case traces Sarah’s increasing involvement with a small for-profit firm dedicated to improving the financial education of young women and ends with a decision point: Should she stay with the company she helped found, or should she move to the entrepreneurial firm with a social mission?

“Sexual Harassment, Free Speech or...?”

<http://www.caseplace.org/d.asp?d=62>

“Sexual Harassment, Free Speech or...?” Harvard Business School. Authors: Strimling, Andrea L., Paine, Lynn S., & White, Wilda L., 1994.

Presents two brief vignettes about female employees who object to gender discrimination in their work environment. In one case, the manager of a convenience store removes “adult” magazines from the store’s shelves because she sees them as damaging to women. In the other, a group of female employees of the Stroh Brewery Co. charge that the company’s advertising creates an overall atmosphere of hostility to women. Designed to help students understand the scope of management’s responsibility for dealing with sexual harassment in the workplace and the challenge of exercising that responsibility in the face of moral and legal rights of free expression. May be used with Note on the Law of Sexual Harassment.

“Shifting the Diversity Climate: The Sodexo Solution”

<http://www.caseplace.org/d.asp?d=62>

“Shifting the Diversity Climate: The Sodexo Solution,” Harvard Business School. Authors: Thomas, David A., & Creary, Stephanie J., 2011.

This case profiles the evolution of Sodexo’s diversity initiative. Diversity became a key priority for Sodexo, North America in 2001 after a class-action lawsuit was filed and certified in Washington, D.C. against Sodexo Marriot Services, Inc., the food services division that Sodexo had merged with in 1998. In 2002, Dr. Rohini Anand was hired by Michel Landel, CEO of Sodexo, North America. Soon thereafter, Anand was

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instated as chief diversity officer for Sodexo, North America. Anand and Landel worked with several executives to develop and implement systems that were conducive to a diversity strategy. The team started to build the human resource processes that would address many of the concerns in the lawsuit: training systems, selection systems, and a career posting center. By 2010, Sodexo, North America was continuing to gain traction on its diversity strategy, and a global diversity initiative for the group was underway. In addition, the company had developed diversity priorities focused on five different dimensions of difference from a global perspective: gender, race/ethnicity, sexual orientation, disabilities, and age. However, more work still needed to be done to engage employees around the world in the company's diversity initiatives.

“Staffing Wal-Mart Stores, Inc. (A)”

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=57602&R=904C06-PDF-ENG&conversationId=390335

“Staffing Wal-Mart Stores, Inc. (A),” Richard Ivey School of Business, Authors: Konrad, Alison & Mark, Ken, 2004.

Wal-Mart Stores, Inc. is a large Fortune 500 retail chain. The distinction of being the top-ranked company comes with intense scrutiny from the public and, especially, critics. Wal-Mart, a company lauded for its rapid response capability and stated commitments to gender equality, is deficient in some glaring areas-- the percentage of women compared to men at all levels of the company and the compensation paid to women vs. men at all levels of the company, to cite two examples. An executive vice-president must examine why these inequalities exist when the company seems to be doing everything else right. The company is the target of several gender discrimination lawsuits. The executive vice-president has the opportunity to obtain information that would be useful in the current situation and must determine what information is needed.

II. COURSES/SYLLABI

“Diversity and Gender Issues in Management”

<http://www.caseplace.org/d.asp?d=2023>

“Diversity and Gender Issues in Management,” {BMGT 7526} Paula Alexander Becker, Seton Hall University, W. Paul Stillman School of Business.

This syllabus is available for download to all CasePlace.org users. This course's objective is to explore how contemporary attitudes toward diversity, i.e., gender, race, ethnicity and other characteristics, influence work and business. The demographic composition of the workforce has changed dramatically and within American organizations employees interact often with people of dissimilar backgrounds. Diversity based on gender, race, ethnicity and national origin, as well as differences based on religion and sexual orientation are examined. Federal and state law prohibits discrimination based on these characteristics of individuals; the requirements of Title VII and the NJLAD are addressed. We examine the social-economic-legal-political context of diversity, behaviors and perceptions associated with diversity, as well as personal and management strategies for addressing diversity.

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“The Economics of Higher Education”

<http://www.beyondgreypinstripes.org/content/economics-higher-education>

“The Economics of Higher Education”, Stanford Graduate School of Business, Instructor: Eric Bettinger, 2011

This course is devoted entirely to the economics, policy, and business of education. Students taking this course apply management principles to the higher education industry. Relevant social impact management topics include human capital theory in education; comparisons of higher education to corporations; externalities, subsidies, and pricing in education; collective bargaining for teaching assistants; affirmative action; academic labor markets; and access to higher education. Emphasis is on theoretical frameworks, policy matters, the concept of higher education as a public good, and stratification by gender, race, and social class. Readings include “Is Princeton Acting Like a Church or Car Dealer?” “Equity and Excellence in American Education,” “Does Meritocracy Work?” and “At Public Universities, Warnings of Privatization.”

“Gender, Race and Ethnicity in Organizational Behavior”

<http://www.caseplace.org/d.asp?d=1559>

“Gender, race and Ethnicity in Organizational Behavior,” Gail Evans, Georgia institute of Technology: 8803A, 2006.

This syllabus is available for download to all CasePlace.org users. The face of the global and domestic workplace has changed radically in recent decades. This change has provided great opportunity for growth, but it has also created new concerns for the individual and the organization as we learn to harness the power of this new workforce in the most productive ways. This course will examine how managers and employees become more effective leaders by understanding the role gender, race and ethnicity plays in the life of the organization. Many of us want to believe that we are objective, however, research has shown us that gender, race, and ethnicity and even the clothes we wear are determinate factors in how we deal with each other in a business environment. In this course, we will examine these differences and attempt to understand the reasons behind the conflicts that arise within a diverse workforce. When we speak of gender and ethnic issues, we usually discuss them in terms of the problems of the minority group. In this course we will also look at these issues in terms of the way the majority views itself and what effect this has on change within the organization. We will explore how a leader can use an understanding of these divergent styles to enhance both the individual's and group's effectiveness. We will go behind the façade of difference into the subtle nuances of interpersonal relationships in an attempt to make each student a more powerful employee, manager or leader.

“How to Change Things When Change is Hard”

<http://www.beyondgreypinstripes.org/content/how-change-things-when-change-hard>

“How to Change Things When Change is Hard” Stanford Graduate School of Business, Instructor: Chip Heath, 2011

This course explores case studies and research about how to create behavior change from a position without much formal authority or power: e.g., a middle manager trying to change a failing unit of a big firm

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or a social entrepreneur trying to influence the behavior of a community. The course uses principles from social psychology, clinical psychology, and behavioral economics to analyze cases of business and social change.

Relevant course content focuses on social impact management and touches on diversity. The course uses examples of change for social good to illustrate key concepts, including Teach for America’s success with previously unmotivated students, the tripling of employee savings rates through application of behavioral economics, and efforts to convince doctors to wash their hands. The course also touches on gender issues in the context of a case that discusses changes made in the equity research department at Lehman Brothers. Students apply what they have learned in a final paper that identifies a big change that should be made in a previous workplace or society and proposes how the change should be made.

“International Competitive Policy I”

<http://www.beyondgreypinstripes.org/content/international-competitive-policy-i>

“International Competitive Policy I”, Wake Forest University (Babcock), Instructor: Michael Lord, 2011

This course explores fundamental topics in strategy and general management, including related topics in ethics, entrepreneurship, innovation and globalization. The objectives of this course are to expose students to (1) the viewpoints of top managers in complex organizations; (2) major concepts and frameworks in strategic decision-making, management of strategy and dynamics of competitive rivalry; and (3) a larger view of overall organizational functioning. Social-impact issues that are addressed in this course relate to business and public policy, corporate governance, and various diversity, gender and cultural issues.

“Managing Diversity & Inclusion”

“Managing Diversity & Inclusion,” Elisabeth Kelan, (elisabeth.kelan@cranfield.ac.uk)

This course explores one of the biggest concerns for organizations today: how can diversity and inclusion (D&I) be managed in globalized organizations? It looks at three main aspects: understanding D&I, applying D&I, and managing D&I. The module looks at issues such as the meaning of equality, D&I, theories and concepts, dimensions of diversity such as gender, race, sexuality, age and disabilities, the business case for D&I, the talent management perspective and issues around implementing D&I in organizations. The course is designed to inform and stimulate thinking on issues of D&I in business and organizations.

“Women in Organizations”

<http://www.caseplace.org/d.asp?d=1892>

“Women in Organizations,” Diana Bilimoria, Case Western Reserve University, Weatherhead School of Management [ORBH 460], 2006

This syllabus is available for download to all CasePlace.org users. The purpose of this course is to help students understand the leadership and managerial issues surrounding women in organizations. Offering more complex understandings of issues related to professional women and work, the course will help you

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increase self-knowledge about your own values and practices, as well as enhance your capabilities as a leader and manager. We examine the opportunities, challenges, trade-offs, and organizational dynamics experienced by women in work organizations, as well as study examples of effective individual behaviors and organizational practices. Through application of concepts to case studies and a project requiring interviews with practicing women managers, students gain greater awareness of the key issues and concerns influencing women's effective participation in organizations. The course aims at answering questions such as: How do women find work and career success? How does the gendered nature of organizations impact corporate women? What are the valued attributes and behaviors of women and men in the workplace? How can the managerial playing field be evenly tilted in favor of men and women? What derails women? What propels women upward? What price do women pay in terms of their family and work life choices? How do managerial and professional women successfully balance their multiple responsibilities and commitments? What can organizations do to provide women with opportunities to excel? What is the role of legislation in curbing and redressing sex discrimination and sexual harassment? Who is a feminist manager? Do managerial women of different racial and ethnic groups face different challenges and burdens?

III. TEXTBOOKS

Organizational Behavior Re-assessed: The Impact of Gender, 2000. E. Wilson (ed.), Sage.

IV. BEST PRACTICES

V. SEARCH ENGINES

VI. PROFESSIONAL ACADEMIC ASSOCIATIONS & SUBDIVISIONS

VII. OTHER RESOURCES AT COLLEGES AND UNIVERSITIES OR OTHER ORGANIZATIONS

Harvard University’s project implicit

<https://implicit.harvard.edu/implicit/demo/selectatest.html>

Several tests that are a fun way for students to test their own implicit theories about different groups:

VIII. DATA SOURCES

<http://leanin.org/>

catalystwomen.org

EEOC

www.eeoc.gov/eeoc/statistics/

EEOC website section on discrimination statistics

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IX. RELATED RESEARCH

Books

Rochin, Stephen A, and Boguslaw, Janet. 2006., Texas Instruments: Building Business and Communities through Minority and Women-Owned Business Development, Boston College, Wallace B. Carroll School of Management: The Center for Corporate Citizenship.

Wittenberg-Cox, A. (2014). Seven Steps to Leading a Gender-Balanced Business. Harvard Business School Publishing Corporation.

Handbook of Research on Promoting Women’s Careers (2013), Edward Elgar, Edited by Susan Vinnicombe, Ronald J. Burke, Stacy Blake-Beard and Lynda L. Moore.

Articles

Azar, B., 2010. “Math + culture = gender gap?” Monitor on Psychology, 41(7), 40.
<http://www.apa.org/monitor/2010/07-08/gender-gap.aspx>

Benko, Cathleen & Weisberg, Anne, 2007. “From ladder to lattice: The new business imperative,” Harvard Business Press Chapters.
http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=79742&R=3881BC-PDF-ENG&conversationId=390437

Carter, Nancy M. & Silva, Christine, 2010. “Women in management: Delusions of progress,” Harvard Business Review, March 1.
http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=1923168&R=F1003B-PDF-ENG&conversationId=391064

Eagly, Alice H. & Carli, Linda L., 2007. “Women and the labyrinth of leadership,” Harvard Business Review, September 1.
http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=72639&R=R0709C-PDF-ENG&conversationId=391247

Frasch, K.B. 2009 “Stacking the deck,” Human Resource Executive Online (June 9, 2009).
<http://www.hreonline.com/HRE/view/story.jhtml?id=219643316>

Harvard Business Press, 2004. “Women and minorities: Special mentoring challenges,” Harvard Business Press Chapters.
http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=38581&R=6167BC-PDF-ENG&conversationId=391138

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Hewlett, Sylvia Ann, 2007. “Combating stigma and stereotypes: Keeping talented women on the road to success,” Harvard Business Press Chapters.

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=26259&R=4705BC-PDF-ENG&conversationId=390635

Hewlett, Sylvia Ann, 2007. “The business case for diversity: How companies benefit from reevaluating the male competitive model,” Harvard Business Press Chapters.

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=26256&R=4698BC-PDF-ENG&conversationId=390703

Hewlett, Sylvia Ann, Sherbin, Laura & Forster, Diana, 2010. “Off Ramps and On Ramps Revisited,” Harvard Business Review, June 1.

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=2311169&R=F1006D-PDF-ENG&conversationId=390766

Ibarra, Herminia, Carter, Nancy M. & Silva, Christine, 2010. “Why men still get more promotions than women,” Harvard Business Review, September 1.

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=2429202&R=R1009F-PDF-ENG&conversationId=391247

Ibarra, Herminia & Obadaru, Otilia, 2009. “Women and the vision thing,” Harvard Business Review, January 1.

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=179703&R=R0901E-PDF-ENG&conversationId=391247

McCracken, Douglas M., 2000. “Winning the talent war for women: Sometimes it takes a revolution,” Harvard Business Review, November 1.

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=70831&R=R00611-PDF-ENG&conversationId=390878

Messick, David; Bazerman, Max; and Stewart, Lisa. 2006. “Avoiding Ethical Danger Zones,” Business Roundtable Institute for Corporate Ethics. (concept paper)

Meyerson, Debra & Fletcher, Joyce K. 2000. “A modest manifesto for shattering the glass ceiling,” Harvard Business Review, January 1.

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=70684&R=R00107-PDF-ENG&conversationId=390942

Morehead Dworkin, Terry and Schipani, Cindy, 2003. “Gender Voice and Correlations with Peace,” The Aspen Institute: The William Davidson Institute. (working paper)

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Pfeffer, Jeffrey, 2010. “A note on women and power,” Stanford Graduate School of Business.
http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=2644170&R=OB78-PDF-ENG&conversationId=391247

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Thomas, R. Roosevelt, Jr. 1990. “From affirmative action to affirming diversity,” Harvard Business Review, March 1.
http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=56586&R=90213-PDF-ENG&conversationId=391004

Vedantam, Shankar, 2006. “Male Scientist Writes of Life as Female Scientist,” Washington Post, A10. (July 13).
<http://www.washingtonpost.com/wp-dyn/content/article/2006/07/12/AR2006071201883.html>

Vedantam, Shankar, 2008. “Study ties wage disparities to outlook on gender roles.” Washington Post, p. A02. (September 22).
<http://www.washingtonpost.com/wp-dyn/content/article/2008/09/21/AR2008092102529.html>

Pew Center, 2015. “Women and Leadership”, Pew Research Center, January 2015.
http://www.pewsocialtrends.org/files/2015/01/2015-01-14_women-and-leadership.pdf

Bain & Company, 2014. “Everyday Moments of Truth”, Bain & Company, 2014.
http://www.bain.com/Images/BAIN_REPORT_Everyday_moments_of_truth.pdf

Pew Research Center, 2013. “Breadwinner Moms”, Pew Research Center, 2013.
http://www.pewsocialtrends.org/files/2013/05/Breadwinner_moms_final.pdf

McKinsey & Company, 2014. “Diversity Matters”, McKinsey, 2014.
http://www.mckinsey.it/storage/first/uploadfile/attach/144169/file/diversity_matters_2014.pdf

McKinsey & Company, 2012. “Unlocking the full potential of women at work”, McKinsey, 2012.
<http://online.wsj.com/public/resources/documents/womenreportnew.pdf>

WorldatWork, 2013. “Survey on Workplace Flexibility”, WorldatWork, 2013.
<http://www.worldatwork.org/waw/adimLink?id=73898>

Harvard Business Review « Rethink what you know about high-achieving women”, December 2014
<https://hbr.org/2014/12/rethink-what-you-know-about-high-achieving-women>

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Kelan, E. (2014). *Winning hearts and minds: How CEOs talk about Gender Parity*, KPMG report, January 2014.

<http://www.kpmg.com/UK/en/IssuesAndInsights/ArticlesPublications/Documents/PDF/About/kpmg-kcl-gender-parity-study.pdf>

Harvard Business Review « *Women Rising: the unseen barriers*”, September 2013

<https://hbr.org/2013/09/women-rising-the-unseen-barriers>

McKinsey & Company, 2015. “*Championing Gender Equality in Australia*”, McKinsey, 2015.

http://www.mckinsey.com/insights/organization/championing_gender_equality_in_australia

Harvard Business Review « *Dysfunction in the boardroom*”, June 2013

<https://hbr.org/2013/06/dysfunction-in-the-boardroom>

The Guardian “*Forget Flexibility: What working women really want is power*” March 2015.

<http://www.theguardian.com/women-in-leadership/2015/mar/25/forget-flexibility-what-working-women-really-want-is-power>

The New York Times, “*Is the Professor Bossy or Brilliant? Much Depends on Gender*”, February 2015

<http://www.nytimes.com/2015/02/07/upshot/is-the-professor-bossy-or-brilliant-much-depends-on-gender.html?abt=0002&abg=0>

Newsweek « *What Silicon Valley Thinks of Women*”, January 28, 2015

<http://www.newsweek.com/2015/02/06/what-silicon-valley-thinks-women-302821.html>

Harvard Business Review « *Brave Men Take Paternity Leave*”, July 7, 2014

https://hbr.org/2014/07/brave-men-take-paternity-leave/?utm_source=Socialflow&utm_medium=Tweet&utm_campaign=Socialflow

INSEAD KNOWLEDGE “*What’s Keeping Women from the Corporate Heights?*” January 30, 2015

http://knowledge.insead.edu/women-in-business/whats-keeping-women-from-the-corporate-heights-3817?utm_source=INSEAD+Knowledge&utm_campaign=59ba2c56e7-5_Feb_mailer2_5_2015&utm_medium=email&utm_term=0_e079141ebb-59ba2c56e7-249989317

Melissa Thomas-Hunt's Work Featured in NY Times (University of Virginia)

<http://www.batten.virginia.edu/content/news/melissa-thomas-hunts-work-featured-ny-times>

X. OTHER RESOURCES

Academia.edu

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Academia.edu is a platform for academics to share research papers. The company's mission is to accelerate the world's research. Academics use Academia.edu to share their research, monitor deep analytics around the impact of their research, and track the research of academics they follow. 1,323,979 academics have signed up to Academia.edu, adding 1,308,637 papers and 442,784 research interests. Academia.edu attracts over 3.6 million unique visitors a month.

Diversity at Xeros

<https://www.youtube.com/watch?v=vynPVmN9kqQ>

“Responding to Overt Displays of Prejudice: a role-playing exercise,” S. Plous, 2000. Wesleyan University, Vol. 27, No. 3.

<http://www.understandingprejudice.org/pdf/roleplay.pdf?logged=true>

SIOP Teaching Wiki Exercises

Diversity scenarios:

<http://siopwiki.wikifoundry.com/page/Diversity+Scenarios>

1943 hiring guide (with a link to the original article):

<http://siopwiki.wikifoundry.com/page/1943+Hiring+Guide>

“Understanding Prejudice”

www.understandingprejudice.org/teach/othsyll.htm

Contains links to a variety of college- and graduate-level courses related to prejudice. For additional courses, you may wish to visit the Syllabi Page maintained by SPSSI. Although dated, instructors may also find it interesting to see the syllabus from Barack Obama's seminar "Current Issues in Racism and the Law."

Video explaining the gender gap in Australia

<https://www.youtube.com/watch?v=G7FiVslDWKY>

Video illustrating the Gender Pay Gap

<https://www.youtube.com/watch?v=0TEGrI5bDLA>

Video “Gender Equality: The Smart Thing to Do”, Harvard Kennedy School

<https://www.youtube.com/watch?v=hdOcjKsUqOI&feature=relatd>

Equal Pay Day website

<http://equal-pay-day.com/>
