

## MINORITY BUSINESS CASES: AN EXPLORATORY ANALYSIS OF WHY THERE ARE SO FEW

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Previous research indicates that less than 1% of published business cases deal with minority owned or operated businesses. Yet, U.S. Census Bureau projections indicate that minority groups will account for a higher percentage of the population than the non-Hispanic white population by 2060 and the number of minority business companies is increasing at a faster rate than non-minority owned companies. Numerous reasons have been offered to account for this dilemma, yet none empirically tested. We survey minority business owners and managers and analyze the results in an effort to explain why so few minority business cases are written and what may need to be accomplished to encourage their development.

### INTRODUCTION

As the U.S. population is growing, from 281 million in 2000 to 432 million in 2060 [U.S. Census Bureau, 2000], its demographics are changing. Racial and ethnic minority groups will contribute more to the population growth than the non-Hispanic White population [U.S. Census Bureau, 2000]. The U.S. Census Bureau projects that by 2010 minorities will comprise 34% of the U.S. population [U.S. Census Bureau, 2003] and by 2060 minorities will comprise 53.2 percent of the population making them the dominant population [U.S. Census Bureau, 2000].

As the various minority groups have grown in numbers, their impact on the U.S. economy has significantly increased. The number of minority-owned firms grew more than four times as fast as all U.S. firms between 1992 and 1997 [U.S. Census Bureau, 1997]. In addition, minority-owned firms experienced an increase in sales and receipts of 60 percent compared to 40 percent for all U.S. firms over the same period. Minority-owned firms accounted for 15.1 percent of total number of U.S. firms in 1997 up from 12.5 percent in 1992. Similarly, minority-owned firms accounted for 7.2 percent of the total receipts from all U.S. firms in 1997 up from 6.3 percent in 1992 [U.S. Census Bureau, 1997]. According to the 2002 U.S. Study of Entrepreneurial Dynamics sponsored by Kansas City's Kauffman Foundation, "minorities, especially African-Americans, are 50% more likely than Whites to engage in start-up business activities" (Schramm and Morse, 2003). Finally, according to a 2002 Babson College study African-Americans with advanced degrees, such as an MBA, are 2.6 times as likely as Whites to start a business (AP, 2005).

Bates [1997] has clearly shown the link between educational attainment and entrepreneurial success in the African American community. Emerging Black enterprises differ from the traditional Black companies they are typically started by better-educated owners (i.e., four or more years of college) whose initial investments and skill levels are higher than those traditionally seen. As a result these emerging firms tend to be more

profitable and larger than their traditional counterparts [Bates, 1997]. In fact, logistic regression results by Bates indicate that a college education is strongly positively associated with firm survival among small Black owners of emerging businesses [Bates, 1997].

The increasing number of minorities pursuing college degrees (both undergraduate and advanced) at American colleges and universities will likely continue and play a significant role in successful minority entrepreneurship. The number of minority students receiving both undergraduate and masters degrees had impressive gains between 1992 and 1997 [*Black Issues in Higher Education*, 2001]. Specifically, the number of minorities pursuing undergraduate degrees increased from 10% for African Americans to 33% for Asian and Pacific Islanders at AACSB International – The Association to Advance Collegiate Schools of Business accredited institutions. This trend becomes more notable when compared to the overall 11% decline in business undergraduate degrees awarded during this period [Green, 1999]. Finally, Choy [2002] reports that by 1999-2000 minorities already represented approximately 30% of undergraduate students.

Minorities represent 11.6% of all doctoral degrees at AACSB International accredited business schools [*Black Issues in Higher Education*, 2001]. The Ph.D. Project [Ph.D. Project; [www.phdproject.org](http://www.phdproject.org)] has aided in increasing the number of minority business school faculty by taking steps to attract minority students to business doctoral programs. Since the inception of the Ph.D. Project in 1994 the number of minority business school faculty increased from fewer than 300 to 618. The impact of the program is expected to continue, given the significant number of minority students in the graduate school pipeline with high interests in academic careers. Fifteen percent of all business faculty and staff are minorities [*Black Issues in Higher Education*, 2001]. Thus, the number of minorities enrolled in doctoral business programs and employed in academic positions also continues to increase in significance.

Racial and ethnic minorities represent an increasing proportion of the population, new business starts, college students and graduates, college professors, business executives, employees, the U.S. GNP, and other economic indicators. This increase in the economic, social, educational, and, undoubtedly, political importance of minorities poses many timely and critical questions to college and university educators.

## DIVERSITY ON CAMPUS, IN THE CLASSROOM, AND IN THE CURRICULUM

With the growing number of minority college students, college classrooms are becoming increasingly racially diverse. The need for and benefits of classroom diversity are well researched and documented. The American Council on Education [ACE] and the American Association of University Professors [AAUP] commissioned a study [2000] which: surveyed over 1200 faculty using the Faculty Classroom Diversity Questionnaire, the first comprehensive survey ever conducted of the attitudes toward and experiences with racial and ethnic diversity of faculty members at America's leading research universities; analyzed data from a similar survey of 81 faculty members at Macalester College in St. Paul, Minnesota; and conducted an in-depth qualitative, multiple case study of three interactive, multi-racial ethnic classrooms at the University

of Maryland, College Park. Their study reports several specific benefits of classroom diversity:

- Diversity provides interactions important for developing critical thinking and leadership skills.
- A broader range of ideas and perspectives is generated and examined.
- Racial stereotypes are challenged.
- Students learn that there are similarities across different racial or ethnic groups and differences within groups.

After completing three parallel empirical analyses of students at the University of Michigan, as well as from existing social science theory and research, Gurin [1999] concludes that with classroom racial diversity: (1) students are better prepared to become active participants in a pluralistic society and (2) students with the most diversity experiences tend to have the most cross-racial social interactions after leaving college. The Higher Education Research Institute at UCLA, through a series of longitudinal studies, sought to address the issue of whether a diverse student population enhances students' educational experiences and thereby contributes to the educational environment. One of these studies [Chang, 1996] found that a diverse student body affected, not only students but also, the faculty. The results show a stronger student commitment to multiculturalism and a greater faculty emphasis on racial and gender issues, not only in their classroom activities, but in their research as well. Studies by Astin [1993] and Villalpando [1996] reveal that students whose professors included racial/ethnic materials in their courses reported higher levels of satisfaction with their college experience. Drawing upon the results of a survey of 65 institutions sponsored by the Association of American Colleges and Universities [AAC&U, 2000], Humphreys reports the benefits from specific courses on diversity [2002]:

- Understanding diversity within the United States provides a foundation for comprehending diversity at an international level.
- Understanding diversity may provide one tool for solving group conflicts in social, political, and business situations on a domestic or global scale.
- Effective leaders of the 21<sup>st</sup> century will need all of these advantages.

However, structural diversity (having a campus or classroom with a diverse racial mix) is not sufficient for instilling an understanding of diversity or achieving its full benefit portfolio. There must be interactions and discussions among the groups for the learning to become reality

[ACE & AAUP, 2000]. Business leaders at a recent diversity planning meeting at the University of Wisconsin - Madison expressed concern that without the proper diversity training college students currently lack the multicultural competencies needed in the workplace today [Humphreys, 1999].

## CLASSROOM PEDAGOGIES THAT ENHANCE THE DIVERSITY CLIMATE AND MULTICULTURAL LEARNING

Sheridan [1992] has written about the importance of the *fit* between an organization's climate and the individuals within. He writes that the poorer the perceived fit, the more likely individuals will leave the organization. Buttner [2005] adds that the instructor largely determines class climate through behaviors s/he exhibits, and through

class activities, assignments, and procedures. Thus, we see the importance of establishing a diversity climate within the classroom and selecting pedagogies that enhance multicultural learning.

Some classroom pedagogies that contribute to a successful multicultural environment include small group discussions, student presentations, debates, role-playing, problem posing, and student paper exchanges [ACE & AAUP, 2000 and Diversity Digest, 2000]. Other more experiential techniques which could be used to integrate discussions of diversity with business management concepts include: (1) discussing an article that focuses on issues confronting minority owned/operated businesses, (2) having student teams interview the owners and/or managers of minority enterprises to learn which problems may be unique to them, (3) assigning student teams to interview the management of minority firms and write mini-cases concerning important and perhaps unique problems they encountered and how they solved them, and (4) inviting the owners or managers of minority firms (individually or as members of a panel) to the classroom to speak to students and perhaps faculty about the unique business problems they face [Gagnon and Morgan, 2004]. Finally, the use of business cases, long heralded as a significant research and teaching methodology [Marshall, 1930; Fraser, 1931; Blunden and McGuinness, 1993; Greene, 2000; Gagnon and Morgan, 2003; Totten, 2003; Webb, Gill, and Poe, 2005] at the undergraduate or graduate level could provide a comprehensive pedagogical approach for studying and discussing minority business issues, diverse cultures, and their interrelationships.

### The Case Method - An Accepted Research and Pedagogical Approach

Business case studies represent both an accepted research approach and a prominent, widely, used, instructional pedagogy that provides many recognized and desirable academic advantages [Webb, Gill, and Poe, 2005]. These include: active participation in the learning process; a multifunctional perspective of business; enhanced communication skills; augmented analytical reasoning; simultaneous examination of economic, behavioral, cultural, political, and ethical/legal issues; criteria selection; the generation and analysis of alternatives; and the formulation of an implementation plan [Blunden and McGuinness, 1993].

Several facts to support, not only the acceptance, but also the abundant and widespread use of the case method of teaching and learning include the following:

- Harvard Business School Publishing alone sold over 6,000,000 cases in 2001; this does not include the 500,000 cases that were downloaded gratis to business instructors [*Enterprise*, 2001].
- There are over 30 organizations worldwide that are considered case associations or case clearing houses [Greene, 2000].
- There are worldwide at least 10 journals that are purebred business case journals or accept business cases for publication [Greene, 2000].

The AACSB report on diversity in business schools specifically mentions cases as one pedagogical approach to improve the “diversity climate” of the classroom [DiTomasco, 1998]. Thus, case studies have widespread acceptance in business research and instructional pedagogy and can serve as an instructional vehicle to both heighten the classroom diversity climate and the successful study of minority business issues.

However, for this to be realized, a portfolio of cases focusing on business issues in minority-owned or managed businesses must be available. Are they?

Prior published research has shown that less than 1% of business cases published in the most prominent university journals and online sources deal with minority business issues [Gagnon and Morgan, 2003]. This in spite of the many significant issues minority businesses can face [Gagnon and Morgan, 2003]. Totten [2003] reviewed 214 cases that appeared from 1995 to 2002 in three refereed case publications, *Annual Advances in Business Cases*, *Business Case Journal*, and *Case Research Journal*. Of these 214 cases, only three (1.4%) “clearly involved minority-owned businesses” [Totten, 2003, pp. 160-61].

A very recent Associated Press (AP) article quotes Professor Charles Baker who proclaims, "Practically all the cases we have are for white-owned businesses." [AP, 2005, pg. 1]. Professor Baker strongly encourages more minority business cases because minorities “..live in a different business world than Whites” [AP, 2005, pg 1]. This dilemma of a growing importance of racial and ethnic minorities in population, business starts and revenue, college graduates and professors, etc., and yet a paucity of minority business cases provokes a series of questions:

- Why is there currently not a greater inventory of racial minority business cases?
- Have there been any efforts outside the traditional case sources to publish such cases?
- Are minority business owners and managers interested in participating in the development of business cases?
- Have a number of minority businesses already participated in case development, but perhaps the cases were simply never completed, used, or published?
- What inhibits such case development?
- What could promote the development of such cases?

One possible answer to the first question may simply be that there has not been a great pool of successful minority-owned businesses from which to draw. Another is that minority-owned businesses may not want cases to be written concerning the issues they faced. A third is that the number of racial minority professors with an interest in case writing may be small. Fourth, non-minority faculty may not have sufficient interest to develop cases concerning minority businesses. Fifth, many case writers may legitimately feel that their case(s) can be insightful to students of any racial or ethnic background. Additionally, case writers may take an interest in the new, *hot* issues and, therefore, global markets, internet-based business, and the market penetration of Eastern Europe and China may be of greater motivation. Buttner [2005] offers another perspective; he writes that while minority student enrollments have been increasing, the U.S. higher education system has been slow to adapt. Finally, Pope and Thomas [2000] add that U.S. colleges and universities are dominated by Eurocentric values, beliefs, norms and traditions and, thus, exhibit the values, norms, etc. of a White culture. Whatever the reasons for the scarcity of minority business cases, this remains an area of open and significant inquiry.

To address the second question – yes, there have been efforts to produce racial minority business cases. One effort is the book, *African American Enterprises* [1997], which consists of 8 cases and articles focused on African American businesses. The motivation for the text stemmed from an interest of several faculty at Historically Black Colleges and Universities to enhance the business school curriculum by increasing

emphasis on the case method. Over 10,000 copies of the text were distributed primarily to faculty at Historically Black Colleges and Universities (HBCUs) and to institutions with a strong focus on case development and teaching, such as Harvard University and Babson College. The editor and supporters of the aforementioned casebook are attempting to raise funds in order to produce another book of African-American minority business cases. Another effort stems from Babson College, which received a grant from the Ford Motor Company to develop minority business cases, which can be integrated into the collegiate curricula throughout the U.S. [AP, 2005]. These efforts, while credible and commendable, are marginal or in their early stages and do not provide answers to the important, aforementioned questions.

## RESEARCH METHODOLOGY

Efforts to answer the questions concerning the paucity of minority business cases are primarily anecdotal [e.g. Gagnon and Morgan, 2003]. In an exploratory attempt to scientifically assess: (1) the interest and willingness of minority business owners and managers to participate in case development, (2) their concerns, (3) if they had ever been approached to participate in developing cases, and (4) what would make them more willing case participants, we surveyed of minority business owners and managers in the southeast United States. The 2002 National Directory of Minority-Owned Business Firms (NDMOBF) database of minority businesses was used as the source of minority businesses [Business Research Services, 2002]. We elected to concentrate on minority businesses located in the Southeast U.S. This portion of the entire database contained 10,882 minority businesses in the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and Washington, D.C.

We developed a stratified sample of southeastern minority businesses based on company size, which was measured by the number of employees. In the southeast portion of the NDMOBF directory 7,296 firms reported their numbers of employees. We categorized companies by size into nine categories ranging from no full time employees (only part time employees) to over 1,000. Since the “501 to 1,000” and “Over 1,000” employee categories contain fewer than 20 listings, we chose to include all of them in the survey. To assure that the survey would reflect each company size category, an equal number of companies were randomly drawn from each or the remaining “number of employee” categories. In total 2,386 businesses were drawn from this database and mailed a copy of the survey questionnaire. This represents approximately 22% of the minority-owned businesses listed in the southeast portion of the NDMOBF directory and approximately 33% of those companies who provide employee data.

The survey questionnaire is divided into three sections: (1) the demographics of the respondent (the business owner, partner, manager, etc.), (2) the characteristics of the business (business form, main activities, size, sales, etc.), and (3) the experience and attitude of the respondent regarding the development of a case concerning his/her business.

Some of the specific questions we sought to address in the survey include the following:

1. What percent of minority business owners and managers have *participated* in developing cases concerning their businesses?
2. What percent of minority business owners and managers have been *asked* to participate in developing cases concerning their businesses?
3. What concerns do minority business professionals have in participating in case development?
4. What significance does the confidentiality of business details, names, and/or financial results play in their decisions to participate in case development?
5. What demographic traits and/or business characteristics tend to indicate an interest in participating in minority business case development?
6. What can be done to encourage participation in case development?
7. Are there any differences in the responses to the aforementioned questions due to: (1) the respondents' gender, race or ethnic group, age, business experience, management position (e.g. owner vs. manager), level of education, and college major(s) and/or (2) the business structure (proprietorship, partnership, corporation, LLC, etc.), industry category (e.g., manufacturing versus service), service type (if a service business), and business size (i.e., number of employees, annual sales).

Figure 1 portrays the research model (related to question #7) for examining the associations between:

- the respondents' demographic and business factors and whether or not the respondents participated in case development,
- the respondents' demographic and business factors and whether or not the respondents had been approached to participate,
- the respondents' demographic and business factors and whether or not the respondents have interest in case development, and
- the relationship between those respondents who had been approached to participate in case development and whether or not they did.

Insert Figure 1 here

Statistical procedures such as ANOVA analysis, cross tabulations, and logistic regression analysis, were employed to examine the survey results.

## RESULTS

A total of 267 usable survey questionnaires were returned. This constitutes 11.2% of questionnaires mailed. However, the life of small business is fleeting and volatile and 600 survey mailings were returned as "undeliverable, addressee deceased, addressee relocated, etc." Thus, the usable returns were actually 14.9% of *delivered* survey mailings.

### Profile of Respondents

*Gender, racial/ethnic background, and age.* Two-thirds of the respondents (67.2%) are men. There are no significant differences in the proportions of males versus females responding (about 2:1) per racial/ethnic group. Over half (54.5%) of the

respondents indicate their ethnicity/race to be African-American, while 15.8% indicate that they are of Hispanic origins.

Overall, the median age category for all respondents is 50-59. There are no significant differences in the median ages of the respondents by racial/ethnic group. Also, there are no significant differences in the median ages of male respondents per racial/ethnic group or of females per racial/ethnic group. Males, however, tend to be older than females. The median age category for males is 50-59, but for females it is the 40-49 age category. Also, nearly 29% of males are in the 60+ age category, while only 6% of females indicate this age group.

*Work experience and position.* Respondents report an average of 19.23 years in business, the median is 18 years, and the mode is 10 years. Some have worked only three years, while others have worked 50 years. Over half (52.5%) indicate that they have 10 or more years of prior work experience related to their current business. Nearly one in five respondents (18.5%) have two to five years of related work experience. Thus, most minority business owners (71%) have prior work experience related to their current business.

Almost nine in ten participants (89.4%) specified “owner” as their position in the business with no significant difference by gender.

*Education.* Over 89% of respondents have some college education with no significant difference by gender (90.4% male, 89.1% female). By racial/ethnic group this educational level ranged from 88.8% to 100%. Over 60% of the respondents earned their college degrees in either business/accounting/economics (31.3%) or math/science/computer science/engineering (31.7%). Slightly over 40% of the respondents have earned graduate degrees. Over one-third (37.7%) pursued graduate degrees in the fields of business/accounting/economics, while 25.8% sought graduate degrees in the math/science/computer science/engineering fields.

## Business Profiles

*Business size and sales.* Seven out of ten respondents employ between one and 25 full-time employees (FTEs) (70.8%). Another 10.4% employ between 26 and 50 FTEs and 9.2% had only part-time workers. Over half of those responding (57.2%) indicate annual sales are \$500,000 or higher, 9.3% indicate sales between \$300,000 and \$500,000, and 9.7% have annual sales between \$100,000 and \$200,000.

*Business structure and type.* Most of the businesses are corporations (82%); only 11.3% were sole proprietorships. Interestingly, the corporate structure is the most prevalent among both genders and over all minority groups.

"Service" is the most frequent industry category checked (44.4%), followed by "Other" (20.7%), and "Construction" (14.6%). Professional services are the most common services mentioned (35.1%), followed by "High-Tech" (22.3%) and "Other" services (21.3%).

*Business location.* Over half of the businesses were headquartered or located in Virginia (22%), Florida (20.5%), or Georgia (13.5%).

## Minority Business as a Case

A large majority of respondents (91.5%) report they have never participated in developing a case about their business and 94.7% state that they had never been

approached to participate in writing a case about their business. Some minorities report that *no* cases have been written about their businesses. Yet, almost three in five respondents (58%) indicate that they are interested in having a case written about their business, while 4.4% said “maybe.”

Findings relating to respondents’ participation in case development and whether or not they have been approached to participate in case development are reported below.

- The respondents report participating in 22 cases written about their companies. This represents approximately 8.5% of respondents.
- Of the four minority groups (with the Asian and Pacific Islander groups combined into one group) African Americans have the highest percentage of cases written about their companies (16 cases for 66.2% of cases reported). Hispanics rank second with 3 reported cases (14.6%).
- Of all female respondents only African Americans report having cases written about their companies (5 cases).
- Interestingly nearly the same percentage of African American males and females report having participated in writing cases about their companies (11.4% for males and 11.0% for females).
- American Indians and Pacific Islanders report that *no* business cases have been written about their companies.
- African Americans have been approached the most often to participate in case development.
- Of the female respondents *only* African Americans report being approached to participate in case development.
- Of the male respondents African Americans are approached the most often to develop a case.
- Asians and Pacific Islanders report that they have *never* been approached to participate in a case development about their companies.

The willingness of minority business owners/managers to participate in case development is witnessed by the nearly 60% who express a positive interest. In addition, it appears that minority businesses may have participated in case development more than previous research would suggest. But where are the cases? We delve into this further in a later section.

African American businesses are the most involved in case development with equal percentage representation by males and females. However, American Indian and Pacific Islanders report no involvement in case development and Asian/Pacific Islanders mention that they have never been approached to participate in a business case.

### Significant Minority Case-related Relationships

Significant relationships between respondent demographics, business profiles, exposure to minority case development, interest in case development, and the willingness to participate in case development, if company data were disguised, were found through cross tabulations and logistic regression analysis. The significant statistical results from the cross tabulations are presented in Table 1.

Insert Table 1 about here

The logistic regression methodology will first be described with the results following. Logistic regression is a statistical procedure used to estimate a model to determine the factors that are most important in explaining the outcome of a dependent variable (or predicting the likelihood of some event occurring). We implement logistic regression to uncover the characteristics (independent variables) of those minority business owners that have participated in case development (HADCASE), have been approached about case development (APPROACHED), have an interest in case development (INTEREST), and would be willing to participate in case development, if sensitive data is disguised (WILLING ). Thus, we seek those demographic characteristics and business profiles that will aid in predicting the likelihood of each of these four events occurring.

Logistic regression models with multiple independent variables typically take the following form:

$$\text{Probability of Event Occurring} = \frac{e^Z}{1 + e^Z} \quad (1)$$

where Z is the linear combination

$$Z = B_0 + B_1X_1 + B_2X_2 + \dots + B_pX_p \quad \text{and} \quad (2)$$

e stands for the natural logarithm

$X_i$  for  $i = 1 \dots p$  are the independent variables

$B_j$  for  $j = 0 \dots p$  are the regression coefficients

Prior to our logistic regression analysis, we collapsed several categories for some independent variables to overcome the effect of small sample sizes on the error estimation. Tables 2-5 illustrate the independent variable categories used in our logistic regression analysis. For clarity those question responses that had more than one selection checked are excluded from our analysis.

Insert Tables 2, 3, 4, and 5 about here

The initial set of explanatory variables used in the logistic regression model include gender, age, race, job position, level of education, undergraduate major, graduate major, type of industry, years of related work experience, number of employees, and annual sales. We exclude service type as an independent variable, since this is embedded in the variable characterizing the respondent's industry. In addition tests including service type did not significantly impact the value of the coefficients (B's) and, thus, we conclude that most of the variance in the dependent variable is explained by the variable denoting industry type.

The list of explanatory variables includes three variables that describe the educational background of our respondents. Specifically, those variables describe (1) the highest level of education completed, (2) the undergraduate major, and (3) the graduate major. In an effort to construct the most parsimonious model to explain the outcome for

the dependent variables, we conduct three separate logistic regression analyses - one for each education-related explanatory variable. Thus, to understand the predictive power of the respondents' level of education in explaining the outcome of a dependent variable, we omit, as unnecessary, the independent variables describing their undergraduate and graduate majors. Similarly, to comprehend the predictive power of the respondents' undergraduate major we omit those responses where the highest level of educational achievement is high school as well as the independent variable representing their graduate major. Finally, to determine the predictive power of the graduate major, we omit responses that indicate no graduate level training and information about the undergraduate major.

Tables 2, 3, 4, and 5 present the logistic regression coefficients (B's) for the four dependent variables – HADCASE, APPROACHED, INTEREST, and WILLING . One category of each independent variable is selected as the reference category. In each case, the reference category is selected to be that category that is the least likely to be associated with the outcome variable.

In Table 2, we summarize our results for the dependent variable (event) HADCASE and identify those factors that help explain the minority businesses that have participated in case development. The third column [HADCASE(Undergraduate Major)] characterizes the predictive power of the nine non-education related explanatory variables, the variable for the undergraduate major, and those respondents with at least some college level training. We denote this column as HADCASE(Undergraduate Major), which determines the impact that different undergraduate majors have on the respondents' case participation. We find that, for respondents with at least some college training, females are more likely than males to have participated in case development. With the same educational caveat Hispanics are more likely to have had a case written than Asians.

We note from the results in columns 3 and 5 in Table 2 that those respondents who have a graduate degree are more likely to have developed a case than those that have some college training, but no degree or some graduate school education, but no graduate degree. Also, minority professionals with undergraduate majors in mathematics, science, computer science, or engineering are more likely to have participated in case development than respondents majoring in liberal arts, education, or nursing. The results from columns 3 and 4 indicate that, over all educational levels, minority professionals in manufacturing and construction are more likely to have developed a case than those in services industries.

It appears that the relative size of the business, as described by the number of full time employees and annual sales, helps explain whether a case has been written. Businesses with 1 to 25 employees are more likely to have developed a case than those with 51 or more employees. Similarly, businesses with annual sales of less than \$500K are more likely to have participated in a case than those with sales in excess of \$500K.

Interestingly, logistic regression results show no significant relationships between the dependent variables and whether or not respondents have been approached about case development. (Refer to Table 3).

Table 4 characterizes those variables that help explain if minority professionals are *interested* in case development. From all three logistic regressions we see that African American, Hispanic, and those respondents who marked "Other" as their race

were less likely to be interested in case development than Asians. For INTEREST (Level of Education) and INTEREST (Graduate Major) American Indians are also shown to be less interested in case development than Asians.

From the INTEREST (Level of Education) results we find that females are more likely to be interested in case development than males. Respondents that have an undergraduate degree or higher are less interested in case development than those with some high school or a high school diploma. Minority professionals, particularly in manufacturing and construction, but also transportation or finance/insurance/real estate, are more likely to be interested in case development than those in services. Lastly, minority businesses with annual sales between \$100 and \$500K are more likely to be interested in case development than those with annual sales in excess of \$500K.

From the INTEREST (Graduate Major) column we observe that minority professionals with graduate majors in business, accounting or economics are more likely to be interested in case development than those with majors in liberal arts, education, or nursing. Also, minority professionals in transportation/communication/utilities and finance/insurance/real estate are more likely to be interested in case development than those in services. Finally, minority businesses with annual sales between \$100K to \$500K are more likely to be interested in case development than those with annual sales in excess of \$500K.

The results for WILLING (Undergraduate Major) and WILLING (Level of Education), presented in Table 5, indicate that respondents who are under 39 are less willing to participate in case development, even when data is disguised, than those sixty and older. Race is significant for both WILLING (Undergraduate Major) and WILLING (Education); African Americans, Hispanics, and those who marked "Other" for their racial identity are all less likely than Asians to be willing to participate in case development, even when data is disguised. Results for the WILLING (Level of Education) regression indicate that American Indians are less willing than Asians to participate in case development, even with the data disguised. Finally, for WILLING (Level of Education) those respondents working in transportation/communications/utilities or finance/insurance/real estate are more likely than those in the services to be willing to participate in case development, when the company sensitive data is disguised.

The following is a summary of the results from the percent analysis, cross-tabulations, and logistic regressions.

#### ***Have Participated in Case Development***

- For minority professionals with at least some college education females are more likely than males to have participated in case development.
- For minority professionals with at least some college education Hispanics are more likely to have participated in case development than Asians.
- Minority professionals with a graduate degree are more likely to have *participated* in case development than those with some graduate education, but no graduate degree.
- At the undergraduate level those respondents majoring in mathematics, science, computer science, or engineering are more likely to have *participated* in case development than those majoring in liberal arts, education, or nursing
- Businesses with 1-25 full time employees (FTEs) are more likely to have *participated* in case development than those with 26-50 FTEs.

### ***Relationship between being Approached to Participate and Actual Case Development***

- Cross tabulations indicate that when *approached* to participate in case development, a significant majority (61.5%) of minority professionals do participate.
- A significant majority of males (70%), when *approached* to work on case development, do so.
- Two-thirds of African American respondents, who were *approached* to develop cases, respond that they did participate in case development.

#### ***Approached to Participate in Case Development***

- Minority professionals with a graduate degree are more likely to be *approached* for case development than those with an undergraduate degree only.

#### ***Interest in Case Development***

- Minority professionals 60 years or older are more *interested* in case development than those 39 years or younger.
- Asian Indians (77.7%) followed by African Americans (65.1%) and Hispanics (58.5%) report the greatest interest in case development.
- Respondents with *graduate* majors in business, accounting, or economics are more likely to be *interested* in case development than those with graduate majors in liberal arts, education, or nursing.
- Those respondents who tend to pursue *undergraduate* majors in liberal arts, education, or nursing, or had more than one major show more *interest* in developing a case than those majoring in math/science/computer science or engineering. Interestingly, undergraduate business/accountancy/economics majors show the least interest.
- Minority professionals with some high school or a high school diploma only are more *interested* in case development than those with a graduate degree.
- Minority companies with annual sales between \$100,000 - \$500,000 are more likely to be *interested* in case development than companies with annual sales of more than \$500,000.
- Respondents in the transportation, communication, or the utilities industries are more likely to be *interested* in case development than those respondents in the finance, insurance, or real estate areas.
- Respondents in the manufacturing, construction, transportation, communications, utilities, finance, insurance, or real estate industries are more likely to be *interested* in case development than those respondents in the Services.
- Those who might be selling their businesses are more *interested* in having a case written about their business than those who definitely plan to sell or do not plan on selling.
- Those who want to expand their businesses are more *interested* in having a case written than those with no plans for expansion.
- Those who are interested in expanding their business are more willing to have a case written, if information is disguised.

#### ***Willing to Participate in Case Development, If Data Is Disguised***

- Minority professionals under 39 years old are less *willing* to participate in case development than those 60 and over, even if case data is disguised.

- Minority professionals who might be selling their businesses or wish to expand their businesses are more likely to be interested in case development, if case information is disguised.
- When company data is disguised, Asians are more likely to participate in case development than African Americans, Hispanics, American Indians, or Others.
- Minority professionals working in the transportation et al., and finance et al. industries are more likely than those in services to participate in case development, when the company sensitive data is disguised.

Why respondents with different graduate and undergraduate college majors appear more or less inclined to participate in case development is unclear. However, the differences are statistically significant and will be discussed further in a later section.

### Concerns about Participating in Case Development

Half of the respondents (49.8%) state that they have one or more concerns inhibiting their participation in case development. Thus, their concerns, which inhibit or prevent case participation, cannot be overlooked. Over half of the respondents (55.1%) said they would be *more willing* to have a case written, if business information is disguised; six (2.8%) said “maybe.” Thus, business confidentiality appears to be both an important incentive and the primary constraint to minority business case development. Table 6 highlights the primary concerns respondents have with case participation. The primary concerns deal with business data/information security, lack of time, an insufficient understanding of what case research is, and how accurately and objectively a case would portray the company. Another concern expressed dealt with the need “to stay under the radar” and not draw attention to the racial/ethnic make-up of the business owners and past business issues or problems.

Insert Table 6 about here

## DISCUSSION AND CONCLUSIONS

While our main mission here is to examine why there are so few minority business cases, an analysis of the minority respondent demographics and business structures could not be avoided and a brief overview of these results are reported.

Approximately two-thirds of respondents are male. There are no significant differences in the proportions of male versus female respondents for each racial/ethnic minority (approximately 2:1). There also are no significant differences in the average ages of the respondents by racial/ethnic group. Male respondents tend to be older and consequently have more business experience than females.

While we had hoped for a greater number of delivered survey questionnaires and higher response rate, we are, nonetheless, able to address the seven major questions we posed. Only 8.5% of respondents report that they have participated in case development and only 5.5% state that they have ever been asked to develop a case concerning their business. If all the cases in which respondents participated were completed and published in academic journals, this alone would produce 22 cases. If this case productivity was extrapolated to only the southeast portion of the NDMOBF database, this would suggest over 900 cases were developed. Yet, Totten's research spanning

seven, recent years (1995-2002) of widely-known and respected case research journals reveals only 3 cases dealing with minority business issues. Why this large disparity? We offer several possible explanations:

- A disproportionately large percentage of the respondents who had participated in case development completed the survey and, thus, the reported case productivity is not representative of the minority business population as a whole.
- The respondents are interpreting "developing business cases" more broadly than intended and are not answering the question accurately.
- The case efforts were begun, but never completed.
- The cases were completed and used at only a single or very few academic institutions.
- The cases were not submitted for presentation at academic conferences or publication in business case research publications (books, journals, case data bases, etc.)
- The cases were submitted for conference presentations and/or publication in case research publications, but were not accepted for presentation at the conferences or for journal publication.

The latter three explanations suggest that, while additional cases exist, their existence is relatively unknown. (Further research with those respondents reporting case participation may provide answers to these questions.)

By gender males represent 78.6% of respondents who report being approached to participate in a case and 62.5% of those who report having participated in case development. Only African American females report having been approached to participate in case development or having participated in case development.

It is noteworthy that *no* American Indian or Pacific Islander respondents report having cases written about their businesses. In addition *no* Pacific Islanders mention that they have ever been approached to participate in case development. Thus, while there is a paucity of minority business cases, in general, American Indians and Pacific Islanders appear to suffer with the least cases of these minority groups.

Overall, there is no significant difference in gender towards participating in and having an interest in case development. However, when examining respondents with at least some college education, females appear to have a greater tendency than males to participate in case development. Also, using the reduced data sets of the logistic regression analyses, we find that females have a greater interest in case participation than males.

Age provides no distinction in case participation or being approached for case development. However, respondents sixty and over are more willing to participate in case development than those less than 39 years of age, whether or not the case data is disguised. One possible explanation is that those minority professionals nearing retirement age are more cognizant of "giving something back" to their racial/ethnic communities by aiding in the education of the next wave of minority business leaders. Also, this result may align with the finding that those professionals who are contemplating selling their businesses are interested in case development.

Differences in racial/ethnic backgrounds do explain differences in actually developing cases and an interest in doing so. Overall, Asians have participated in fewer cases than African Americans or Hispanics. Two explanations can be offered; the Asian population in the U.S. is less than one-third that of either the African Americans or Hispanics and Asians are not being approached to develop cases. The study shows that,

when *approached* to participate in case development, a significant majority of minority professionals do participate. Thus, one necessary key to case participation is the contact made to initiate consideration of case development. Asians respond with significantly more *interest* in developing cases than any other racial/ethnic group. Apparently the missing link between case *interest* and *participation* for Asians is the lack of contact for case development.

The highest level of education and college major(s) play a significant role in case participation and interest. Those minority professionals with graduate degrees have the greatest case participation over all respondents with college education. This may not be overly surprising, since these graduates would have the greatest contact with professors, and perhaps other colleagues, who are involved in case writing. Interestingly, those professionals with only a high school education have the greatest *interest* in case participation over all respondents. Whether this is because those limited to high school education have never experienced the difficulty of case assignments in college or are unfamiliar with the amount of work necessary to develop a case is open to speculation. Nonetheless, *interest* in case development does not flow (up or down) in (some) proportion to one's educational level. In terms of college majors, those professionals with undergraduate majors in the technical areas (mathematics/science/computer science/engineering) appear more likely to have participated in case development. In terms of interest in case development, liberal arts, education, or nursing majors lead followed by the technical areas. Interestingly, business, accountancy, or economics majors seem the least interested. Why undergraduate business majors are the most reluctant to participate in case development seems a bit curious. We can only speculate that the lack of exposure to cases or the difficulty they experienced with them in college contributes to this reluctance. However, for minority professionals with a graduate degree, those who majored in business, accountancy, or economics appear to be the most interested in case development. This result may due to the fact that these graduates have experienced case learning and, thus, understand case writing and support the development of minority cases.

The type of industries in which minority professionals work and the size of their companies appear to influence case development. Those professionals employed by or owning manufacturing or construction companies are significantly more likely to have participated in case development than those respondents in services industries. This may be due to the industry selection preferences of case writers. Professionals in manufacturing, construction, transportation, communications, utilities, finance, insurance, and real estate companies are more interested in case development than those in the service industries. Finally, respondents in the transportation/communication/utilities and finance/insurance/real estate companies are more willing than those in the service industries to participate in case development, if case data is disguised. One can understand that financially related companies, in particular, are sensitive to release of actual company data/information.

The small to medium size companies, those with fewer than 26 employees and/or \$500,000 or less in sales, are more likely to have participated in case development and be interested in case development than larger companies. This may be a result of several factors: (1) there are many more smaller to medium size minority companies and (2)

obtaining permission from and developing a case with a more compact management structure may be easier to perform.

Finally, the future plans of minority professionals affect their propensity to participate in case development. Those who want to expand their businesses or might be contemplating selling are more likely to be interested in case participation. One can speculate that owners considering the sale or expansion of their businesses would benefit from the publicity the case may bring. Owners not wishing to expand or sell their businesses may prefer the status quo and see no benefit from case participation. Owners definitely planning on selling their businesses may be too involved in advertising or negotiating the sale of the business to participate in case development.

If fifty-eight percent of the respondents indicate that they are interested in having a case written about their businesses, while another 4.4% say "maybe", what then inhibits minority business owners/managers from participating in case development? Besides simply not being asked to participate in case development, the primary concerns respondents report in case participation are the confidentiality of company names, data, strategies, and customer identifications. Even those respondents interested in participating in case development state they would be more willing, if the case information is disguised. This concern is followed by lack of time for the case effort; lack of understanding of what a business case is or how it could be used; the fear of negative publicity or economic impact as a result of the case; serious doubts about the accuracy, objectivity, and racial neutrality of the case write-up; and a belief that there would be insufficient interest in a case concerning a small, minority company. Some of these concerns can be allayed by simply and carefully explaining what a business case is and what it entails, assuring business confidentiality, and minimizing the business owner or manager's time by providing sufficient resources to assist in data assembly, analysis, and case writing.

While insufficient empirical evidence exists, there appears to be some significance as to who the businesses' customers are. One can posit that comments such as, "We need to stay under the radar.", suggest that the customers are of a different race or ethnicity than the minority business owner and that he/she wishes to keep this difference private for economic reasons. While not in the scope of this study, further examinations of the racial/ethnic comparisons between the minority businesses and their customers (or even suppliers) may cast further knowledge on this propensity to participate in (or refrain from) minority case development.

What suggestions can be made for identifying prospective minority business owners/managers who would likely be interested in case development? Case writers should target those minority owners who: (1) are close to retirement age and/or desire to expand their business, (2) hold an undergraduate college degree in a non-business-related area or a graduate degree in a business-related field, (3) work in manufacturing or the construction industries with sales less than \$500,000 and/or have 26 or fewer employees.

What actions can/should be taken to enhance the prospects for case participation, completion, and dissemination? We would suggest the following:

- Assurance that no company, clients', or suppliers' names, data, information, or strategies will be divulged unless all involved so agree.

- Assurance that the final case write-up will be given to all parties (minority business customers, suppliers, bankers, etc.) for final review for accuracy, confidentiality, etc.
- Set the stage by carefully explaining what a business case is, its purpose and benefits, the steps for its selection and development, the time and resources needed from all parties, and the steps to assure accuracy and confidentiality.
- Select a minority business owner not currently overwhelmed by time constraints, contractual deadlines, etc.
- Select a minority business owner who is considering expanding or selling the business.
- Seek, first, a minority business owner who obtained/pursued/is pursuing a college degree in liberal arts, education, nursing or double majored and, second, an owner with a college education in a technical area (math/science/computer science/engineering).
- In line with Jack Meredith's research on the "championing process", have a member of the case team who is a "minority case or community champion." Either an academic who has previously written successful minority business cases, a member of the minority business who supports the case development concept, a member of the minority business community, or someone respected by the racial/ethnic community itself may be helpful.
- It may be also be fruitful to select a minority business whose (primary) customers (and perhaps suppliers) are of the same racial/ethnic background, thus, avoiding the "under the radar" syndrome.
- Screen the case writer to assure that, with all confidentiality requirements met, a valid attempt will be made to present/publish the case.

The need to produce additional racial minority business cases and their benefits has been recognized. Hopefully, the results and implications from this survey and the resulting suggestions will aid in sparking the development, dissemination, and application of minority business cases.

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Figure 1. Research model for assessing the effect that demographic and business factors have on the selection to participate in a case, actual case development, and an interest in case development.

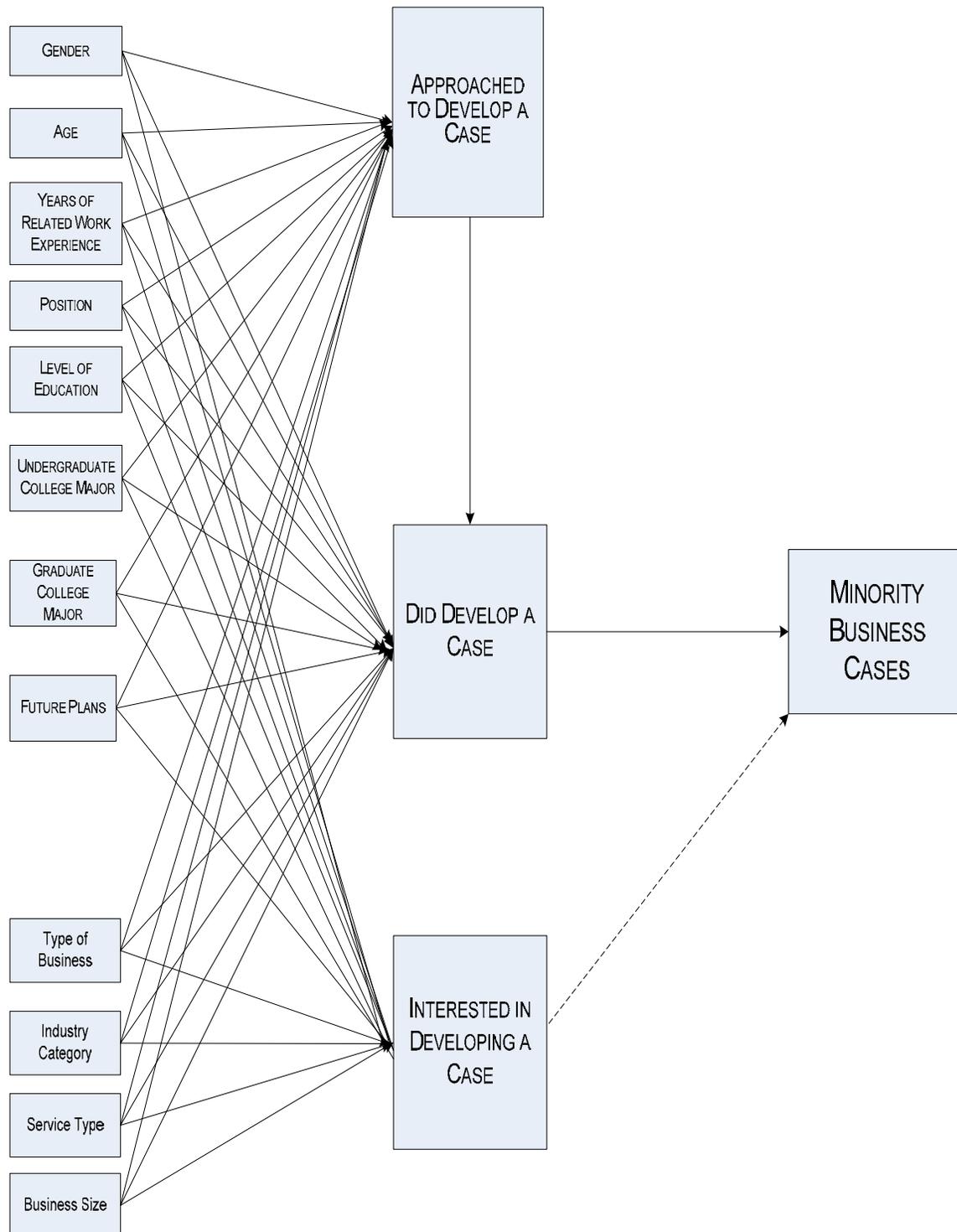


Table 1: Significant Case-related Relationships

Area of Relationship	Relationship	$\chi^2$	df	Sig.
Approached to participate	When approached to participate in case development, overall, minority professionals tend to participate.	49.32	1	.001
	African Americans professionals, when asked to participate, tend to participate.	30.40	1	.001
	When approached to participate in case development, males tend to participate	45.15	1	.001
Interest	Respondents with undergraduate degrees in liberal arts, education, or nursing had the most interest in case development, followed by those in mathematics, science, computer science, and engineering.	23.35	8	.003
Education	Undergraduate majors in liberal arts, education, or nursing have the most interest in case development followed by math/science, computer science or engineering majors in turn followed by business, accounting, and economics majors.	23.35	8	.003
Future plans	Those who want to expand their businesses are more interested in case development than those with no plans for expansion	8.99	2	.011
	Those who want to expand their businesses are even more interested in case development, if the source of case information is disguised.	82.20	4	.001
	Those who <i>might</i> be selling their businesses are more interested in case development than those who definitely plan on selling their businesses or do not plan to sell.	14.14	4	.007

Table 2: Logistic Regression Coefficients for Dependent Variable HADCASE

Variable	Categories	HADCASE <sup>1</sup> education	HADCASE <sup>2</sup> undergrad	HADCASE <sup>3</sup> graduate major
Gender	Female	0.264	2.768*	-2.56
	Male (reference)			
Age	Under 39	2.092	23.335	19.67
	40-49	0.068	-1.729	-0.55
	50-59	0.560	0.340	0.84
	60+ (reference)			
Race	African American	-1.718	1.722	-0.65
	American Indian	17.606	23.545	17.29
	Hispanic	-2.125	6.753*	5.29
	Other	-0.433	4.360	2.50
Yrs. RWE	Asian (reference)			
	< 10 years	0.192	-0.583	0.14
Position	10+ (reference)			
	Owner	-18.620	-21.916	-13.78
Education	Other (reference)			
	Some HS or HS diploma	reference		
	Some College	-17.787	reference	
	Undergraduate degree	-19.496	0.858	
	Some grad school	-20.208	-1.944	reference
Major	Graduate degree	-16.669	6.589**	4.891*
	Bus/Acct/Econ		0.190	
	Math/Sci/ Csci/Eng		3.143**	
Graduate	LibArts/Edu/Nurs/other			
	Bus/Acct/Econ			1.03
	Math/Sci/Csci/ Engr			-1.21
Bus. Type	LibArts/Edu/Nurs/other			
	Corporation	-0.156	-0.219	-4.00
Industry	Other (reference)			
	Manuf/Cons	2.822**	7.591***	3.28
	Trans/Fin/other	0.759	1.147	4.19
No. FTE	Services (reference)			
	Zero	19.946	23.973	20.54
	1-25	1.075	2.276*	1.76
	26-50	1.641	26.926	20.73
Annual Sales	51+ (reference)			
	Less than \$100K	1.355	5.008*	18.15
	\$100 - \$500K	0.562	5.307**	20.29
	\$500K (reference)			

\*p&lt;0.1; \*\*p&lt;0.05; \*\*\*p&lt;0.01; \*\*\*\*p&lt;0.001

<sup>1</sup> N = 198; we eliminate graduate and undergraduate information on major<sup>2</sup> N = 154; we eliminate the respondents with graduate school training. Categories for graduate major are eliminated.<sup>3</sup> N = 94; eliminate categories of undergraduate major

Table 3: Logistic Regression Coefficients for Dependent Variable APPROACH

Variable	Categories	APPROACH <sup>1</sup> education	APPROACH <sup>2</sup> undergrad	APPROACH <sup>3</sup> graduate major
Gender	Female	19.202	18.805	0.672
	Male (reference)			
Age	Under 39	0.252	-1.563	2.272
	40-49	-0.223	-3.381	-8.073
	50-59	-1.526	-3.966	-20.727
	60+ (reference)			
Race	African American	-16.659	-13.516	-15.763
	American Indian	-17.586	5.041	11.489
	Hispanic	-13.367	-7.835	-11.914
	Other	-5.058	-5.087	-26.403
Yrs. RWE	Asian (reference)			
	< 10 years	-1.311	-2.658	7.918
Position	10+ (reference)			
	Owner	-16.062	-18.827	-9.156
Education	Other (reference)			
	Some HS or HS diploma	reference		
	Some College	-20.279	reference	
	Undergraduate degree	-22.859	1.324	
	Some grad school	-2.679	17.981	reference
Major	Graduate degree	-17.874	6.122	-9.196
	Bus/Acct/Econ		-1.937	
	Math/Sci/ Csci/Eng		2.064	
Graduate	LibArts/Edu/Nurs/other			
	Bus/Acct/Econ			-0.383
Bus. Type	Math/Sci/Csci/ Engr			-16.000
	Corporation	1.361	-0.427	-19.338
Industry	Other (reference)			
	Manuf/Cons	20.111	21.928	-10.566
	Trans/Fin/other	0.338	-1.112	3.901
Number of	Services (reference)			
	Zero	20.124	22.193	16.285
	1-25	0.975	4.056	22.706
	26-50	18.565	26.079	20.424
Annual Sales	51+ (reference)			
	Less than \$100K	0.825	-0.649	-2.779
	\$100 - \$500K	0.284	0.584	-10.896
	\$500K+ (reference)			

\*p&lt;0.1; \*\*p&lt;0.05; \*\*\*p&lt;0.01; \*\*\*\*p&lt;0.001

<sup>1</sup> N = 200; we eliminate graduate and undergraduate information on major<sup>2</sup> N = 155; we eliminate the respondents with graduate school training. Categories for graduate major are eliminated.<sup>3</sup> N = 94; eliminate categories of undergraduate major

Table 4: Logistic Regression Coefficients for Dependent Variable INTEREST

Variable	Categories	INTEREST <sup>1</sup> education	INTEREST <sup>2</sup> undergrad	INTEREST <sup>3</sup> graduate major
Gender	Female	0.936*	0.699	0.758
	Male (reference)			
Age	Under 39	-1.191	-1.461	-1.062
	40-49	-0.142	-0.537	0.758
	50-59	-0.123	-0.092	1.198
	60+ (reference)			
Race	African American	-2.270***	-2.149***	-2.686**
	American Indian	-1.597**	-1.279	-3.893**
	Hispanic	-2.055***	-1.941**	-2.580*
	Other	-2.160*	-1.776*	1.313**
	Asian (reference)			
Yrs. RWE	< 10 years	0.439	0.641	-0.193
	10+ (reference)			
Position	Owner	-0.353	-0.761	0.592
	Other (reference)			
Education	Some HS or HS diploma	reference		
	Some College	-0.511	reference-0.299	
	Undergraduate degree	-1.693**	-0.907	
	Some grad school	-1.497*	-0.670	reference
	Graduate degree	-1.133*	-0.678	0.882
Major	Bus/Acct/Econ		0.690	2.321
	Math/Sci/ Csci/Eng		0.659	0.698
	LibArts/Edu/Nurs/other			
Graduate	Bus/Acct/Econ			2.321**
	Math/Sci/Csci/ Engr			0.698
Bus. Type	Corporation	0.229	-0.004	1.569
	Other (reference)			
Industry	Manuf/Cons	1.598****	0.693	-0.319
	Trans/Fin/other	1.070**	0.471	1.332*
	Services (reference)			
No. FTE	Zero	0.645	1.241	-0.972
	1-25	-0.523	0.044	-0.320
	26-50	-1.183	-0.649	-1.314
	51+ (reference)			
Annual Sales	Less than \$100K	-0.184	-0.058	0.712
	\$100 - \$500K	0.957**	0.587	2.493***
	\$500K+ (reference)			

\*p&lt;0.1; \*\*p&lt;0.05; \*\*\*p&lt;0.01; \*\*\*\*p&lt;0.001

<sup>1</sup> N = 184; we eliminate graduate and undergraduate information on major<sup>2</sup> N = 142; we eliminate the respondents with graduate school training. Categories for graduate major are eliminated.<sup>3</sup> N = 85; eliminate categories of undergraduate major

TABLE 5: Logistic Regression Coefficients for Dependent Variable WILLING

Variable	Categories	WILLING <sup>1</sup> education	WILLING <sup>2</sup> undergrad	WILLING <sup>3</sup> graduate major
Gender	Female	-0.318	-0.177	-0.991
	Male (reference)			
Age	Under 39	-2.010**	-2.441	-0.921
	40-49	-0.102	-0.164	-0.287
	50-59	-0.462	-0.403	-0.426
	60+ (reference)			
Race	African American	-2.025**	-1.755**	-1.260
	American Indian	-1.576*	-0.781	-0.890
	Hispanic	-2.607***	-2.681*	1.084
	Other	-3.012***	-2.483	-22.666
	Asian (reference)			
Yrs. RWE	< 10 years	0.202	0.116	-0.511
	10+ (reference)			
Position	Owner	-0.326	0.026	-0.810
	Other (reference)			
Education	Some HS or HS diploma	Reference		
	Some College	0.260	reference	
	Undergraduate degree	-0.626	-0.871	
	Some grad school	-0.427	-0.267	reference
	Graduate degree	-1.006	-1.229	0.855
Major	Bus/Acct/Econ		0.797	
	Math/Sci/ Csci/Eng		0.596	
	LibArts/Edu/Nurs/other			
Graduate	Bus/Acct/Econ	0.399	-0.110	0.815
	Math/Sci/Csci/ Engr	0.431	0.064	0.151
	LibArts/Edu/Nurs/other			
Bus. Type	Corporation	0.399	-0.110	0.778
	Other (reference)			
Industry	Manuf/Cons	0.431	0.064	-0.505
	Trans/Fin/other	0.756*	0.458	-0.830
	Services (reference)			
No. FTE	Zero	0.283	1.032	0.391
	1-25	-0.427	-0.239	-0.079
	26-50	-0.298	0.177	0.129
	51+ (reference)			
Annual Sales	Less than \$100K	-0.663	-1.230	-1.329
	\$100 - \$500K	0.119	-0.158	0.789
	\$500K+ (reference)			

\*p&lt;0.1; \*\*p&lt;0.05; \*\*\*p&lt;0.01; \*\*\*\*p&lt;0.001

<sup>1</sup> N = 163; we eliminate graduate and undergraduate information on major<sup>2</sup> N = 129; we eliminate the respondents with graduate school training. Categories for graduate major are eliminated.<sup>3</sup> N = 78; eliminate categories of undergraduate major

Table 6: Respondent Concerns about Participating in Case Development<sup>1</sup>

Concerns Expressed	Percentage of Respondents Expressing This Concern <sup>2</sup>
Security/confidentiality of company data, proprietary information, strategies, and client information	32.3%
Lack of time available to participate in case development	21.1%
Lack of understanding of what a case is or how it would/could be used to portray the company	17.3%
Fear negative publicity, political sensitivity, discrimination, or simply desire to keep low profile	10.5%
Doubts about the accuracy, objectivity, racial neutrality, and comprehensiveness of the case writer, case information, and write-up	9.8%
No concerns - willing to participate in case development	9.0%
No desire to participate in case development	6.0%
Company is too small <sup>3</sup>	1.5%
Would like to review the case before its release <sup>4</sup>	1.5%
Other	2.3%

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<sup>1</sup> For N = 133 respondents.

<sup>2</sup> Some respondents provided more than one concern.

<sup>3</sup> Could possibly be construed to mean: (1) insufficient time or personnel, (2) because of small company size, no one would be interested in our case, or (3) another way of saying "no".

<sup>4</sup> May mean they wish to: (1) check for accuracy and completeness of analysis or (2) make certain no confidential information/data has been included.