



The Kidney Exercise

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Advantages: Easy to Use

- ◆ The case: A multi-person exercise that involves the allocation of a single kidney. The class as a whole makes up a Transplant Review Board that determines which of eight candidates for a transplant will receive the kidney
- ◆ The exercise itself can be completed in one hour
 - 15 minutes to read the case and do First Ranking
 - 20 minutes to prepare presentations
 - 25 minutes for the presentations and Second Ranking

Advantages: Range of Topics

- ◆ Leadership and how to allocate resources
- ◆ Persuasion and influence
- ◆ The advocacy effect
- ◆ Procedural and distributive justice
 - Philosophical roots: Rawls versus Nozick
- ◆ The utility of and ethical considerations in using of markets to allocate resources



Advantages: Range of Classes

- ◆ Leadership/Core OB – Columbia
- ◆ Negotiations – Wharton, Utah
- ◆ Power and Politics – NYU Stern, HBS
- ◆ Ethics – Kellogg, Berkeley Haas
- ◆ Groups and Teams

Four Documents Needed to Run the Case

1. **General Information:** Describes the dilemma and provides the candidate summaries with First Ranking form attached. Students rank order the candidates on highest to lowest priority
2. **Candidate Advocacy Form:** These forms are used to assign groups to advocate for a particular candidate. There are eight forms included in one document, one for each candidate. Each group gets one piece of paper since they will only be advocating for one candidate.
3. **Second Ranking Form:** It is essential not to give students the second form, or even to advertise its existence, until after all of the group presentations have been delivered. The two forms are identical, except the second form asks students to identify the candidate for whom their group advocated
4. **Excel Spread Sheet**

Part 1: Reading the Case and Making the First Ranking (10-15 minutes)

- ◆ Working individually, students read the case and rank order the kidney candidates.
 - This first part can be done outside of class. At this point you should *not* inform the students of any upcoming tasks. They should not know that they will be advocating for one of the candidates and they should not know there will be a second ranking

Part 2: Advocacy/Presentation Preparation (20 min)

- ◆ Divide the class into **eight groups** and assign each group to advocate for a particular candidate by giving each group one of the Candidate Advocacy forms.
 - Tell each group to prepare a 3-minute presentation advocating for why their candidate should receive the kidney
 - Again it is important that they don't know there will be a second ranking

Part 3: Presentations (20 minutes)

- ◆ Groups make their presentations to the rest of the class. There will be eight presentations in total. The instructor could use a random number generator to choose the order of the presentations.
 - Do not have discussion or questions during or between group presentations, but encourage students to note which arguments they found compelling, or novel, or even alienating

Part 4: Second Ranking (5 minutes)

- ◆ Have the students re-rank the candidates.
- ◆ Tell students they should rank as individuals based on their own personal preferences and not as representatives of their group.
- ◆ You should explain that this re-ranking is being conducted because the students now have more information.

Candidate Profiles: Conflicting Values

- ◆ Students may be frustrated because no profile contains complete information. Explain that when people make allocation decisions in the real world they typically do not have complete information and therefore are frequently in a position of comparing apples and oranges.
- ◆ **Candidate A:** High on past sacrifice – his disease was caused by exposure to noxious gasses while defending his country. Relatively young (34 years old). Depression caused by the disease may compromise compliance, but transplant could help ease his depression.
- ◆ **Candidate B:** Highest potential for future contribution to aggregate societal welfare. Age is a liability and the likely success of his innovation is not clear.
- ◆ **Candidate C:** Highest on efficacy (best match). Also, she has four children (dependents). But partially responsible for disease due to delinquency in taking her blood pressure medication. Moreover, she has not been on the waiting list very long.
- ◆ **Candidate D:** High on redemption story and personal sacrifice in the service of others. However, he was responsible for illness due to past drug use.
- ◆ **Candidate E:** Highest on personal identification as she comes from the student's alma mater. Her kidney failure is due to an inherited disease. Some students may perceive problems associated with promises of future financial donations
- ◆ **Candidate F:** Highest on fairness (been in the queue longest) but low on efficacy (the kidney is not a good match). Disease hastened by lack of access to health care.
- ◆ **Candidate G:** Highest on life years given she is the youngest and unlikely to have complications. She is also an exemplary student. But she is a foreigner: one of her parents is an ambassador, and she will not reside in your country long term.
- ◆ **Candidate H:** High on past sacrifice – gave a kidney to his brother so only has one kidney now.

Influence

Other Influence

- ◆ What strategies did students find persuasive?
 - Identifiability: Names, photos
 - Emotional appeals
 - Principles and values
 - Negative advertising

Self Influence

- ◆ **Advocacy Effect:** The tendency to have more positive attitudes toward whatever or whomever one advocates than to whatever or whomever others advocate
 - Why does this occur?

Structural influence

- ◆ **Order effects:** In serial competition (figure skating, American Idol) the last shall be first in the rankings

Excel Spread Sheet

- ◆ **First Round Rankings:** Determines who would get the kidney with no persuasion or advocacy
- ◆ **Second Round Rankings:** Determines who gets the kidney in the end
- ◆ **Persuasiveness:** The excel sheet subtracts Second Round Rankings from First Round Rankings *after having removed the advocates*. The Group with the largest positive difference was the most persuasive.
- ◆ **Advocacy Effect**
 1. Advocates' Time 1 Ranking minus Advocates' Time 2 Ranking for each candidate. A positive difference indicates advocates shifted more support toward their own candidate.
 2. Advocates versus Non-Advocates at Time 2 Ranking. Represents the Overall Advocacy Effect for the whole class.

UNOS Criteria for Kidney Recipient



Formula motivated by medical need, not social or economic factors.

Three broad criteria of entitlement

- Efficacy – The likelihood that the transplant will be a success
- Need – The lack of alternatives such as dialysis
- Disadvantage – Patients who are difficult to match should be given a handicap

The UNOS Points System

- Efficacy -2 points for each of the six possible antigen matches + a bonus of up to 6 points if the logistics of getting kidney to patient was favorable.
 - An organ found to be a perfect match for a patient on the waiting list must be allocated to that patient
- Need – 6 points for medical urgency
- Disadvantage – 1 point for each 10 percent of population against which they have antibodies.

Incorporating Utilitarian & Rawlsian Principles

The Supply of Organs

Inequality

- ◆ African Americans are less likely to be organ donors than Caucasians but three times more likely to suffer end-stage renal disease than Caucasians. Antigen matches are higher within race

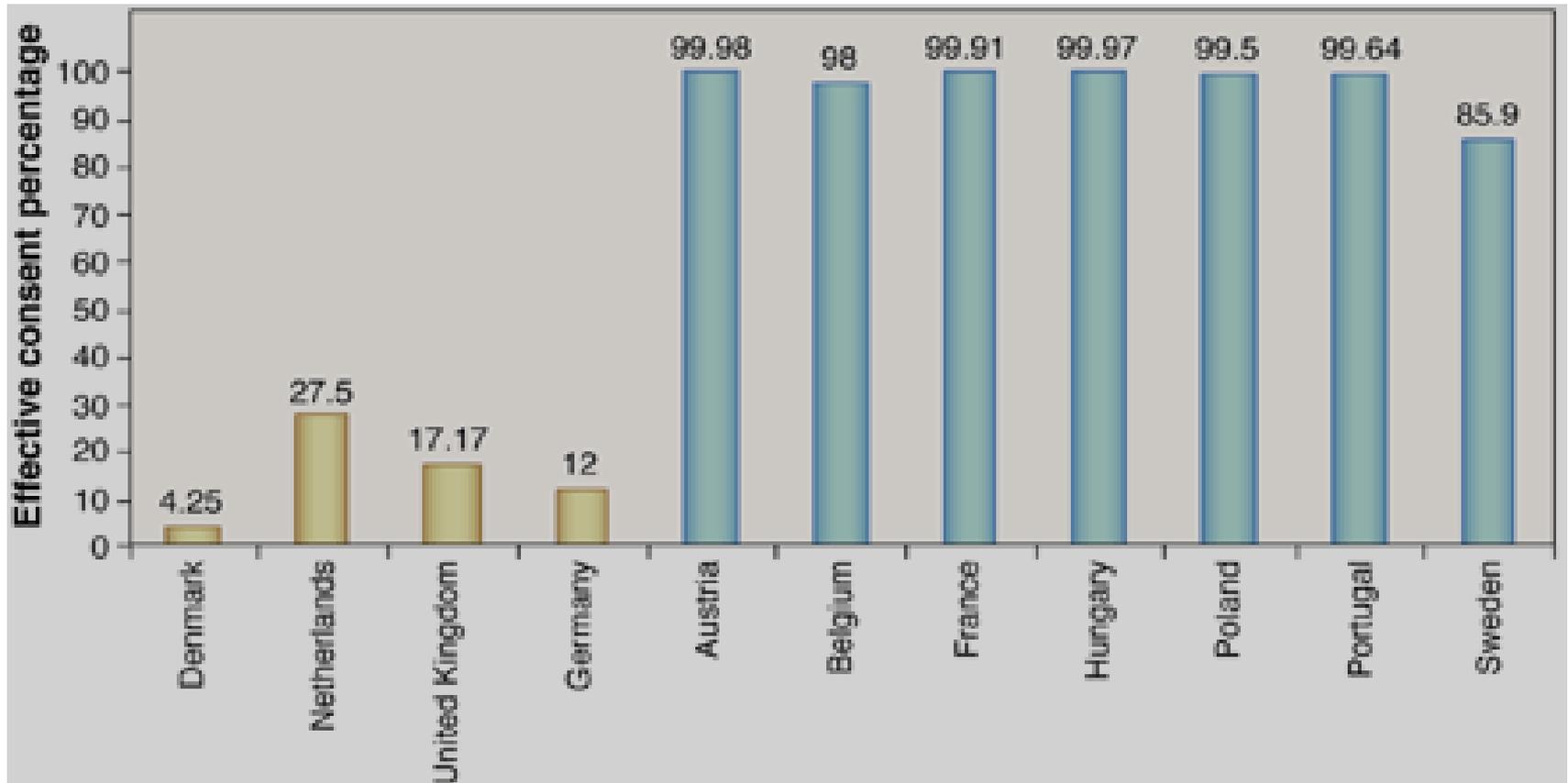
Fairness

- ◆ Singapore: You can only receive an organ if you are willing to be an organ donor

Defaults

- ◆ Europe: Opt-in versus Opt-out

Effective consent rates: Explicit consent (opt-in, gold) and presumed consent (opt-out, blue)





A Leadership Dilemma

How Should You Allocate Scarce Resources ?



Rawls versus Nozick

- ◆ Rawls Maximin Criteria and the Veil of Ignorance
- ◆ Nozick's Entitlement Theory of Justice

Rawls' Veil of Ignorance

- ◆ **Warren Buffet:** “Imagine [just before you’re to be born, that] you get to create the world as you want it to look. But there’s a catch. Every person in your new world is written on a piece of paper and you have to randomly pick which piece of paper you’ll become in your new world. What kind of world would you create?”
- ◆ **Veil of Ignorance:** Choose as if you did not know who you’ll be.
 - Choose social institutions as if your enemy were to choose who you’ll be.

Rawls' **Maximin** Criterion of Social Justice

- ◆ **Warren Buffet**: “Well, it’d be a world that provides for the people that don’t get good slips of paper, and it’d be somewhat equitable in that people have opportunities to improve. As recipients of good slips of paper, it’s our responsibility to create this world today.”
- ◆ As a result of the veil of ignorance, social institutions should be arranged to maximize the wellbeing of the worst-off individual
 - An allocation of resources satisfies the **maximin criterion** only if it maximizes the wellbeing of the worst-off individual
 - Not just about equality – case for paying doctors more

Nozick's Entitlement Theory of Justice

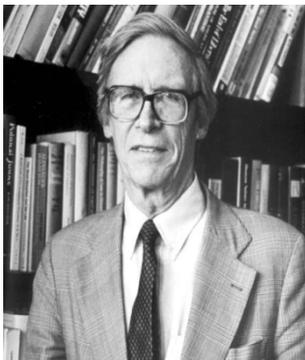
State of nature: People, resources, no property

- ◆ Justice in **acquisition** (self-ownership, no theft)
- ◆ Justice in **transfers** (voluntary transactions)
- ◆ Justice in **rectification** (fixing past abuses)
- ◆ **Process** (not outcome) focus
 - *History* of social interaction determines its goodness. The distribution of wealth at one point in time does not determine social justice
 - Therefore, not “patterned” or “end-state” based

Distributive versus Procedural Justice

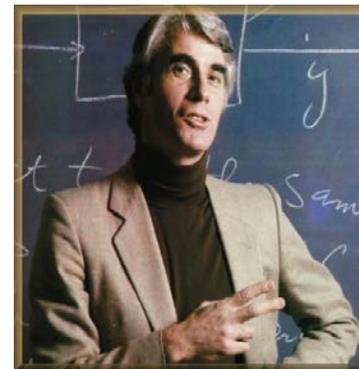
Rawls and Justice

- Concerns the actual distribution of resources. Goal is to maximize the well-being of the worst-off individual.



Nozick and Justice

- Concerns the procedures used to distribute resources. Goal is to create justice in acquisition and transfer





Types of Fairness

- ◆ **Distributive Justice**
 - How much each person gets?
- ◆ **Procedural Justice**
 - How was this distribution determined?
 - Consistency and Transparency
 - Was it presented with dignity and respect?
 - Candidness and Sensitivity

Demobilization of US Soldiers at the end of the European Front: How Should You Decide?

- ◆ Ask those affected by a policy how they want the resource distributed!

Two step process:

1. Soldiers were surveyed to determine most important factors:
 - Length of time in the Army, age, amount of overseas service, and number of dependents
 - “Exposure to combat” was discovered as an important additional factor via write in votes

They were then asked to compare the relative importance of these factors using a method of paired comparisons. An example:

- _____ Men with dependents, or
 - _____ Men who have served overseas.
2. A follow up survey was done to determine the “importance weights” that should be assigned to the criteria.

Demobilization of US Soldiers at the end of WWII: **Criteria**

Length of time in the Army	1 point per month
Length of time overseas	1 point per month
Combat	5 points per campaign star or combat decoration
Dependents	12 points per child under 18, up to three

Considered “good or fairly good” by 82% of troops who demobilized early, and 65% of troops who did not



Should There be a Market for Kidneys?

Efficiency
Vs.
Coercion and Slippery Slopes