

MGMT 224 LEADING DIVERSITY IN ORGANIZATIONS

Spring, Q3 (0.5 cu) ** **NOTE: The first day of class will be Wed. January 23**

Section 001 (BFS/JWS): MW 10:30-11:50 a.m. (Room: JMHH F36)

Section 003: MW 1:30-3 p.m. (Room: SHDH 209)

INSTRUCTOR

Professor Stephanie J. Creary, PhD

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First Note: Two guest speaker panels will meet on two days this quarter from 4:30-5:30 p.m. in an alternative location instead of at the normal class time/in the normal class location. If you have a scheduling conflict, please contact me to propose an alternative guest speaker event to attend. It is up to you to find a substitute event to attend. Student clubs are a fantastic resource and organize a great deal of related programming on campus. Brief post-event reflections will be due within 24 hours of attending the event. All deadlines for attending events remain the same (Attend #1 by Feb 25 and submit #1 by Feb 26 and attend #2 by March 11 and submit #2 by March 12).

Second Note: In this course, I take a **broad-based approach** to examining diversity and inclusion in the context of work and organizations. To that end, it is a **"survey" course** and it is not intended to focus on or explore in-depth any one aspect of diversity and/or inclusion. In this course, we examine diversity and inclusion from many lenses and perspectives, including organization, leader, team, and personal lenses and equity/fairness, innovation, and learning perspectives. If you are interested in engaging in an in-depth and personal (psychological) or societal (sociological) exploration of issues related to race, gender, and/or social justice, I would encourage you to take one of the many courses in the College of Arts and Sciences and Graduate School of Education that are focused solely on these topics.

INDIVIDUAL MEETINGS AND GROUP MENTORING LUNCHES

- **Individual Meetings:** You can schedule a 30-minute appointment with me via TimeTrade: <https://my.timetrade.com/book/R7MQS>
- **Group Mentoring Lunches:** I will be scheduling mentoring lunches with small groups of 3-7 MBA and undergraduate students on Mondays and Wednesdays throughout the quarter. Please sign-up via Canvas.

COURSE OBJECTIVES

People in the workplace are constantly interacting with peers, managers, and customers with very different backgrounds and experiences. When harnessed effectively, these differences can be the catalyst for creative breakthroughs and the pathway to team and organizational learning and effectiveness; but when misunderstood, these differences can challenge employees' values, performance, workplace relationships, and team effectiveness. This course is designed to help students navigate diverse settings more effectively and improve their ability to work within and lead diverse teams and global organizations. It also offers students the opportunity to develop their critical thinking on topics such as identity, relationships across difference and bias, and equality of opportunity in organizations around the world and how they relate to organizational issues of equality of opportunity, inclusion, and effectiveness. Class sessions will be experiential and discussion-based. Readings, self-reflection, guest lectures, case studies, and a final individual or team project will also be emphasized. By the end of this course, you should be able to:

- 1) Describe current perspectives on the relationships among diversity and inclusion in global organizations
- 2) Evaluate the aspects of your identity and personal experiences that shape how you interact and engage with others and how they interact and engage with you in organizations
- 3) Explain how issues of privilege and bias influence opportunity and effectiveness in global organizations
- 4) Propose ways to make relationships across differences in organizations more effective
- 5) Analyze a company's current approach to leading diversity and use content from this course to propose ways to enhance learning and effectiveness in that company

COURSE PACK AND READINGS (ACCESS VIA CANVAS)

Study.net Course Packs totaling \$40 (Copyright protected HBS Cases \$15 and HBR Readings \$25)
Penn Library Course Reserve readings and class prep materials (no extra cost)

REQUIRED ASSIGNMENTS

Class Attendance/Participation including in team simulation	30% (300 points)
Individual Self-Reflection Paper	30% (300 points)
Final Individual or Team Project – Audio-Recorded PowerPoint Presentation	40% (400 points)

Class attendance is required. The first part of the course, **“Leading Diverse Organizations”** focuses on understanding organizations as contexts that influence diversity and inclusion including the ways that people understand and engage with their identity differences. The second part of the course, **“Creating Opportunity”** is designed to help students navigate and work with their differences more effectively in teams in a simulated work environment (**SIM**). Over several class sessions, SIM teams will be required to complete mini-deliverables that will be used along with in-class observer ratings of teamwork to compute their team’s effectiveness (and their class participation on those days). The “most effective diverse team” will be announced on the last day of class.

No more than 2 absences will be allowed. Students who miss the scheduled guest speaker sessions and/or do not turn in post-event reflections will be marked absent. Responses to class participation questions will be collected randomly to assess individual class preparation (think of this as a “cold call”). Paper responses must be handed in during class in order for these to count (i.e., no email responses). Late assignment submissions will not be accepted. More detailed instructions for each of the assignments, grading, and academic integrity policies can be found on the course Canvas site.

EXTRA CREDIT

Initial and Mid-Point Course Survey – 5 points each

CLASSROOM EXPECTATIONS

- Class starts and ends on time. Sit according to the seating chart. Name tents must be displayed. Late entry or reentry only under exceptional circumstances.
- Phones must be turned off and put away. If a student must keep a phone on by reason of a personal emergency, the student must inform the instructor before class begins. The use of laptops and tablets is only allowed for class activities. Penalties may include losing participation points and a reduction in your final class attendance/participation grade.

COURSE OUTLINE

Date/Topic	Readings	Activities
LEADING DIVERSE ORGANIZATIONS		
Wed. January 23 <i>Organization effectiveness:</i> Intro to diversity in organizations	(1) G. Garrett, 2018. “Why diversity is about much more than numbers” (Canvas) (2) M. Williams, 2017. “Numbers take us only so far” (HBR Reading, Course Pack)	Establishing norms
Fri. January 25 Make-up Class: SHDH 109) <i>Organization effectiveness:</i> Paradigms for engaging a diverse workforce	(1) D. Thomas & R. Ely, 1996. “Making differences matter: A new paradigm for managing diversity” (HBR Reading, Course Pack) (2) D. Thomas, 2004. “IBM’s diversity strategy: Bridging the workplace and the marketplace” (HBS Case, Course Pack)	Examining different needs <u>Initial survey due 1/27</u>
Mon. January 28 <i>Organization effectiveness:</i>	S.J. Sucher, & E. Corsi. 2012. “Global diversity and inclusion at Royal Dutch Shell (A)” (HBS Case, Course Pack)	Climate for inclusion

Diversity and inclusion in the global context		
Wed. January 30 <i>Personal effectiveness:</i> Social identity differences, Part I	(1) L. Ramarajan & A. Radu, 2014. "Carla Ann Harris at Morgan Stanley" (HBS Case, Course Pack) (2) Identity enhancement and conflict self-assessment (Canvas)	Self-awareness: Multiple identities
Mon. February 4 <i>Personal effectiveness:</i> Social identity differences, Part II	B. Caza, L. Ramarajan, E. Reid, & S. Creary, "How to make room in your work life for the rest of your self" (HBR Reading, Course Pack)	Self-presentation: Authenticity SIM 1: teams announced
CREATING OPPORTUNITY (SIM: Team simulation)		
Wed. February 6 <i>Leader and team effectiveness:</i> Meritocracy, privilege, and bias	(1) E. Castilla, 2016. "Achieving meritocracy in the workplace" (Course Reserves) (2) Take a couple implicit bias tests: https://implicit.harvard.edu/implicit/ (3) SKIM Starbucks Bias Training Team Guidebook (Canvas)	SIM 2: Leader and team effectiveness Mid-term survey due 2/8
Mon. February 11 <i>Leader and team effectiveness:</i> Equality of opportunity	(1) Times Editorial Board, 2014. "There's family value in paid parental leave." (Course Reserves) (2) J. C. Williams, M. Multhaup, & S. Mihaylo, 2018. "Why companies should add class to their diversity discussions" (HBR Reading, Course Pack)	SIM 3: Leader and team effectiveness
Wed. February 13 * Do not come to class today Individual Self-Reflection Paper Due by 11:59 p.m.		
Mon. February 18 <i>Interpersonal effectiveness:</i> Building effective work relationships across difference	K. Rogers, 2018. "The 2 types of respect leaders must show" (HBR Reading, Course Pack)	
Wed. February 20 <i>Team effectiveness:</i> Learning and innovation	K. Phillips, 2014. "How diversity makes us smarter" (Course Reserves)	SIM 4: Team effectiveness
Mon. Feb 25 Tarnopol Dean's Lecture on Leadership and Diversity with Dean Geoff Garrett and Provost Wendell Pritchett JMHH 8th Floor (4:30-5:30 p.m.) Assignment Due: <u>Post-event reflection within 24 hours</u> (Submit to Canvas)		
Wed. February 27	Final Project Work	

Mon. March 11

**Leading Diversity@Wharton Speakers Series:
Fostering Belonging at Work: Insights from the Experts
(Room SHDH 105)
4:30-5:30 p.m.**

Lever's Diversity and Inclusion Handbook (Course Reserves)

Assignment Due: Post-event reflection within 24 hours (Submit to Canvas)

Wed. March 13

Leader effectiveness:
Leading diversity

S. Creary, 2018. "Leading diversity in organizations:
Evidence-based tips, strategies, and takeaways"
(Course Reserves)

**Final Project Due by 11:59
p.m. (Individual or Group)**

SIM: winners announced
