

## MGMT 224 LEADING DIVERSITY IN ORGANIZATIONS

Spring 2020, January 15-March 4, 2020 (0.5 cu)

Section 001 (JWS/BFS): MW 10:30-11:50 a.m. (Room: VANC 112)

Section 003: MW 1:30-2:50 p.m. (Room: VANC 112)

**This course cannot be audited and does not have a pass/fail option.**

---

### INSTRUCTOR

Professor Stephanie J. Creary, PhD (Office: SHDH 2031)

[sjcreary@wharton.upenn.edu](mailto:sjcreary@wharton.upenn.edu)

**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 (Wed. Feb. 5 and Mon. March 2). Brief post-event reflections will be due within 24 hours of attending each event via Canvas in order to confirm your attendance. If you cannot attend one or both of these sessions due to an academic time conflict (i.e., exam, class), you can watch the video recording of the event as a make-up. Please contact me to let me know about your academic conflict. The video will be made available to you as soon as it is available and you will have 24 hours from the time it is released to you to write a brief post-event reflection that will count for your attendance.

**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 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.

---

### INDIVIDUAL MEETINGS AND GROUP MENTORING LUNCHES

- **Individual Meetings:** You can schedule a 15 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 \$45 (Copyright protected HBS Cases \$20 and HBR Readings \$25)

Penn Library Course Reserve readings and class prep materials (no extra cost)

## REQUIRED ASSIGNMENTS

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

The first part of the course, “Understanding Diverse Organizations” focuses on examining and understanding differences in workplaces. The second part of the course, “Creating Opportunity” is designed to help students work with their differences.

Class attendance is required. No more than 2 absences will be allowed to receive a passing grade in the course. If you experience a severe medical illness requiring hospitalization that inhibits your ability to attend class, please contact your advisor as soon as possible and they will contact me to discuss whether any accommodations can be made. Absences due to late enrollment will be counted towards the two max. No student will be allowed to enroll after the first day of class without instructor permission. Religious holidays do not count toward this total but must be discussed with the instructor in advance. Students who do not turn in post- guest speaker event reflections will be marked absent. Completing class participation questions is recommended to enrich your class experience. 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 Surveys – 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
<b>LEADING DIVERSE ORGANIZATIONS</b>		
<b>Wed. January 15</b> 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) (3) <b>Strategies:</b> S. Creary, 2019. “Evidence-based tips, strategies, and takeaways: Intro to diversity and inclusion” pg. 1-2. Also skim Reference list pages 9-10 for optional readings (Course Reserves)	Co-creating group norms
<b>Wed. January 22</b> 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. “Diversity as strategy” (HBR Reading, Course Pack) (3) <b>Strategies:</b> S. Creary, 2019. “Evidence-based tips, strategies, and takeaways: Paradigms for engaging a diverse workforce” pg. 2. Also skim Reference list pages 9-10 for optional readings (Course Reserves)	Valuing different needs <b><u>Initial survey due 1/22</u></b>
<b>Mon. January 27</b> Diversity and inclusion in the global context	(1) D.A. Thomas & S.J. Creary, 2011. “Shifting the diversity climate: The Sodexo Solution” (HBS Case, Course pack) (2) Ted Talk: T. Neeley, “Why global success depends on separating language & culture” – 14 minutes	<b><u>Professor’s seating chart I</u></b>

	<a href="http://www.tedxcambridge.com/talk/global-success-depends-separating-language-culture/">http://www.tedxcambridge.com/talk/global-success-depends-separating-language-culture/</a> (3) <b>Strategies:</b> S. Creary, 2019. “Evidence-based tips, strategies, and takeaways: Integrating a cross-cultural and global lens” pg. 5-6. Also skim Reference list pages 20-21 for optional readings (Course Reserves)	Working with cross-cultural differences
<b>Wed. January 29</b> Social identity differences, Part I	(1) L. Ramarajan & A. Radu, 2014. “Carla Ann Harris at Morgan Stanley” (HBS Case, Course Pack) (2) HBR Podcast: K. Phillips, “Why opening up at work is harder for minorities” – 23 minutes (3) Identity enhancement and conflict self-assessment (Canvas) <a href="https://hbr.org/ideacast/2018/08/why-opening-up-at-work-is-harder-for-minorities.html">https://hbr.org/ideacast/2018/08/why-opening-up-at-work-is-harder-for-minorities.html</a> (4) <b>Strategies:</b> S. Creary, 2019. “Evidence-based tips, strategies, and takeaways: Social Identity Differences” pg. 2-3. Skim Reference list pages 11-15 for optional readings (Course Reserves)	Navigating self-disclosure in one’s career, Part I
<b>Mon. February 3</b> Social identity differences, Part II	(1) K. Ramanna, “Is a promotion worth hiding who you are?” (HBR Reading, Course Pack) (2) 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) (3) <b>Strategies:</b> S. Creary, 2019. “Evidence-based tips, strategies, and takeaways: Social Identity Differences” pg. 2-3. Skim Reference list pages 11-15 for optional readings (Course Reserves)	Navigating self-disclosure in one’s career, Part II

**Wed. February 5**

**Wharton Leadership Lecture Series**

Lloyd Howell, Booz Allen Hamilton

**JMHH 8<sup>th</sup> Floor**

(4:30-5:30 p.m.)

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

**Fri. February 7: Mid-term extra credit survey due**

**CREATING OPPORTUNITY**

<b>Mon. February 10</b> Meritocracy, privilege, and bias, part I - People	(1) Take the following implicit social attitudes tests – race, sexuality, gender-career, and age tests <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a> (2) HBR Podcast: R. Ely & E. Bell Smith, “We deserve better than ‘Attagirl’” – 39 minutes <a href="https://hbr.org/podcast/2018/10/we-deserve-better-than-attagirl">https://hbr.org/podcast/2018/10/we-deserve-better-than-attagirl</a> (3) <b>Strategies:</b> S. Creary, 2019. “Evidence-based tips, strategies, and takeaways: Meritocracy and privilege; Discrimination, bias, and equality of opportunity” pg. 4-5. Skim Reference list pgs 15-20 for optional readings (Course Reserves)	Being a good ally
<b>Wed. February 12</b> Meritocracy, privilege, and bias, part II - Systems	(1) E. Castilla, 2016. “Achieving meritocracy in the workplace” (Course Reserves) (2) J. Polzer, 2018. “Trust the algorithm or your gut? (HBR Reading, Course Pack) (3) <b>Strategies:</b> S. Creary, 2019. “Evidence-based tips, strategies, and takeaways: Meritocracy and privilege; Discrimination, bias, and equality of opportunity” pg. 4-5. Skim Reference list pages 15-20 for optional readings (Course Reserves) (4) <b>Individual Self-Reflection Paper Due by 11:59 p.m.</b>	<b>Professor’s seating chart II</b>  Reducing bias in selection processes

<p><b>Mon. February 17</b> Culture change, part I</p>	<p>(1) Lever’s Diversity and Inclusion Handbook (Course Reserves) (2) Creary, S.J. 2008. Leadership, Governance, and Accountability: A Pathway to a Diverse and Inclusive Organization. (Course Reserves) (3) <b>Strategies:</b> S. Creary, 2019. “Evidence-based tips, strategies, and takeaways: Inclusion in organizations” pg. 7. Skim Reference list pages 23-24 for optional readings (Course Reserves)</p>	<p>Being a change agent, part I</p>
<p><b>Wed. February 19</b>  <b>* TAs will be here instead of Professor</b></p>	<p><b>Final Project Review and Work</b></p>	
<p><b>Mon. February 24</b> Civility, respect, and empathy</p>	<p>(1) Ted Talk: C. Porath, “Why being respectful to your coworkers is good for business” – 15 minutes <a href="https://www.ted.com/talks/christine_porath_why_being_nice_to_your_coworkers_is_good_for_business?language=en">https://www.ted.com/talks/christine_porath_why_being_nice_to_your_coworkers_is_good_for_business?language=en</a> (2) HBR Podcast: K. Rogers, 2018. “The 2 types of respect leaders must show” – 22 minutes <a href="https://hbr.org/ideacast/2018/07/the-2-types-of-respect-leaders-must-show.html">https://hbr.org/ideacast/2018/07/the-2-types-of-respect-leaders-must-show.html</a> (3) <b>Strategies:</b> S. Creary, 2019. “Evidence-based tips, strategies, and takeaways: Building effective work relationships across difference” pg. 21-23. Skim Reference list pages 20-21 for optional readings (Course Reserves)</p>	<p>Repairing and strengthening work relationships</p>
<p><b>Wed. February 26</b> Learning and innovation</p>	<p>(1) K. Phillips, 2014. “How diversity makes us smarter” (Course Reserves) (2) HBR Podcast: A. Edmondson, 2019: “Creating psychological safety in the workplace” – 27 minutes <a href="https://hbr.org/ideacast/2019/01/creating-psychological-safety-in-the-workplace">https://hbr.org/ideacast/2019/01/creating-psychological-safety-in-the-workplace</a> (3) <b>Strategies:</b> S. Creary, 2019. “Evidence-based tips, strategies, and takeaways: Creativity and innovation in diverse organizations” pg. 8. Skim Reference list pages 24-25 for optional readings (Course Reserves)</p>	<p>Being a broker</p>
<p><b>Mon. March 2</b> Culture change, part II  <b>JMHH 8<sup>th</sup> Floor</b> <b>4:30-5:30 p.m.</b></p>	<p><b>Leading Diversity@Wharton Speaker Series</b> <b>“Diversity Leaders Who Help Their Companies Succeed”</b>  <b>Assignment Due: <u>Post-event reflection within 24 hours</u></b> (Submit to Canvas)</p>	<p>Being a change agent, part II</p>
<p><b>Wed. March 4</b> Leading diversity</p>	<p>(1) <b>Strategies:</b> S. Creary, 2019. “Evidence-based tips, strategies, and takeaways: Leading diversity in organizations” pg. 8. Skim Reference list pages 25-26 for optional readings (Course Reserves) (2) <b>Assignment Due:</b> Find a recent news article related to the topic of your favorite class session and be prepared to discuss it with the class – counts toward class participation (Submit to Canvas: link or pdf) (3) <b>Final Project Due by 11:59 p.m. (Individual or Team)</b></p>	<p><b>Final Project Due by 11:59 p.m. (Individual or Team)</b></p>