Syllabus

MGMT 224 LEADING DIVERSITY IN ORGANIZATIONS
Fall 2021 (Q2), **CLASS STARTS** Mon. October 25 – Wed. December 8, 2021 (0.5 cu)
MW 1:45-3:15 p.m.
This course cannot be audited. No student will be allowed to enroll after the first day of class without instructor permission.

INSTRUCTOR
Professor Stephanie J. Creary, PhD (Office: SHDH 2031)
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Scheduling Changes:
(1) One virtual guest speaker panels and one virtual class session will replace regular class sessions. As of 10/13/2021 - on Mon. November 1, class will be held virtually from 1:45-3:15 p.m. for students in MGMT 224 only (regular class time). On Mon. November 29, 2021 class will be held virtually from 5:15-6:30 p.m. for students in all sections of MGMT 224/624 (outside of regular class time). If you are unable to make the Nov 29 held outside of regular class time, you can watch the video recording of the panel which will be available within 48 hours. Students who cannot make the panel due to scheduling conflict should plan to write a prep question response for this date following the standard rules for completing these assignments and indicate in the assignment the reason why you were not able to attend this class. This will not count towards those already required – but this will make-up your absence so that it won't count against you.

Deadlines will be posted to Canvas.

ONLINE INDIVIDUAL MEETINGS AND COMMUNITY CHATS
- **Individual Meetings:** You can schedule a 15 minute online individual appointment with me via TimeTrade: https://my.timetrade.com/book/R7MQS
- **Optional Community Chats:** Professor Creary will host optionally community chats throughout the quarter. Hopefully, Professor Creary will be able to hold some of these over a meal at Louie Louie. Sign-ups will be available on 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, READINGS, AND SLIDES (ACCESS VIA CANVAS)
Study.net Course Packs totaling $45 (Copyright protected HBS Cases $10 and HBR Readings $35)
Penn Library Course Reserve readings and class prep materials (no extra cost)
Course materials including class recordings are copyright-restricted to your personal use only. Given that all students will
have access to recorded class sessions, class slides will not be posted separately. Students are prohibited from sharing
class videos with anyone not currently enrolled in the class. In addition, course material should not be uploaded to any
third-party sites due to copyright restrictions.

REQUIRED ASSIGNMENTS

(3) Class Prep Question Responses – for classes held 10/27-11/10	**10%**	**(100 points)**
(3) Class Prep Questions Responses - for classes held 11/15-12/8	**10%**	**(100 points)**
In-Class Participation and Engagement	**10%**	**(100 points)**
Individual or Team Case Analysis	**30%**	**(300 points)**
Final Individual or Team Project – Audio-Recorded PowerPoint Presentation	**40%**	**(400 points)**

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

CLASS EXPECTATIONS
All classes will be held in-person. All classes will be recorded and available via Canvas immediately after class. Sharing
course materials with people not enrolled in the class is not permitted. Class slides will not be posted.

This class has required class attendance. Students are **only permitted two absences without grade penalty**. **Final
course grades will be deducted 15 points for every absence thereafter**. Only students missing class due to "red
passes" can "make-up" the class – these students will be required to provide a screenshot of the red pass, watch the class
video, and write a two page maximum summary of class(es) missed in order to receive class participation points for the
day. Summaries are due within one week of the missed class. These will be scored similarly to class preparation question
responses.

Late class prep question responses will not be accepted. Late case analysis and final projects assignments will be accepted
up to two days late with a 10% penalty for each day late after the deadline. This means that if your assignment is
between one minute and 24 hours late, your assignment will be deducted 10%. If your assignment is between 24 and 48
hours late, your assignment will be deducted 20%. Any assignments received more than 48 hours late will not be
counted.

Exceptions to the class attendance and late assignment policies are typically not granted unless there is a medical illness
requiring hospitalization. Those incidents should be reported to academic advising when you are available – advising will
alert all of your professors on your behalf.

During class:
- Students are required to complete a PennOpen Pass prior to coming to class. You can only come to class if you
  receive a green pass. Professor may ask you to show your green pass as proof of compliance.
- 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

CLASS PREPARATION QUESTION RESPONSES

Completion of (3) class preparation questions for classes held in the first half of the quarter and (3) class preparation
questions for classes held in the second half of the quarter will be required. Class preparation questions are due before

class. Canvas will automatically assign a "late" designation to any assignments you choose not to complete. To that end, each of these assignments will be assessed according to the following three-point scale:

- "3" (Exceeds Expectations, "A" equivalent) – Provides a thoughtful synthesis of learning from multiple sources, which may include incorporating personal/professional experiences on the topic without exceeding 300 words.

- "2" (Meets Expectations, "B+" equivalent")- Demonstrates a basic understanding of what was assigned/covered in class. Synthesizes different ideas (i.e., from different classes this quarter, from different assigned readings, etc.) to reveal a deeper understanding of the topic. Response is between 200-300 words.

- "1" (Below Expectations, "C" equivalent) – Provides a superficial "check the box" response to question prompt that regurgitates what was read/said in class. Response may be fewer than 200 words.

- "0" – (Below Expectations) – Did not complete prep question/post-class reflection

FREQUENTLY ASKED QUESTIONS ABOUT CLASS PREPARATION QUESTION RESPONSES

1. How many class prep question responses should I submit this quarter?

You are required to submit three class prep question responses for each of the two periods (10/27-11/10 and 11/15-12/08). You can submit only one "extra" in each period to substitute for a lower grade. If you change your mind about submitting an assignment after submitting it and your grade has not been released to you, we will be happy to ignore that submission. Just send an email asking us to ignore a submission for which the grade has not yet been released to you.

 2. **When will the TAs return my graded class prep question responses?**

- To the extent possible, the TAs are aiming to grade these responses before the next class. Meaning: If you submitted a prep response on Mon. 11/1, they are trying to grade it before class starts on Wed. 11/3. If you submit a reflection response on Wed. 11/3, they are trying to grade it before Mon. 11/8. However, this will not always be possible given the number of these that need to be graded. However, we will try our best to get these turned around as quickly as possible. If you have concerns about being on the "right vs. wrong track" prior to submitting something because you haven't received a grade yet, please reach out to TAs or me to ask before submitting. We will be happy to support you.

3. Will you share our class prep grades with us after each of the two grading periods?
Yes - Sometime after 11/10 and after I've had a chance to calculate all class prep and reflection grades for the first half of the quarter, I will submit these grades to Canvas. In determining your grade, I will first check to make sure that you completed 3 prep submissions for classes held in that specific period. As per the policy, I will count the three highest scoring submissions of the first four submitted in that period. I will then calculate the average score - add up all of the points per submission and divided by 3, which is the total # of submissions due in each period. That will then give me your average score. I will then divide your average score out of the total possible score per submission. That will give me your relative percentage. I will then multiply your relative percentage by the total possible of points for this assignment (i.e., 100 points). That will give me your total points on this assignment which is what I will submit to Canvas. The same process will be followed for determining participation grades in the second half of the quarter - the participation grades for the second half will be released when all final grades are released.

COURSE OUTLINE

Date/Topic	Readings	Activities/ Deadlines
**LEADING DIVERSE ORGANIZATIONS**	
Mon. October 25 Intro to diversity in organizations	(1) M. Williams, 2017. "Numbers take us only so far" (HBR Reading, Course Pack) (2) K. Phillips, 2014. "How diversity makes us smarter" (Course Reserves) (3) **Strategies**: S. Creary, 2021. "Evidence-based tips, strategies, and takeaways: Intro to diversity and inclusion" pg. 1. Also skim Reference list pages 9-10 for optional readings (Course Reserves)	Co-creating collective norms
Wed. October 27 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) R. Ely & D. Thomas, 2020. "Getting serious about diversity: Enough already with the business case" (HBR Reading, Course Pack) (3) **Strategies:** S. Creary, 2021. "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) (4) **Initial extra credit survey due**	Valuing different needs - Initial extra credit survey due
Mon. November 1 Inclusive Leadership **(ZOOM from home)**	**Investor Perspectives** **Guest Speaker:** Ryan Nowicki Assistant Vice President Asset Stewardship State Street Global Advisors Read: (1) State Street Global Advisors, 2021. Guidance on enhancing racial and ethnic diversity disclosures: https://www.ssga.com/library-content/pdfs/asset-stewardship/racial-diversity-guidance-article.pdf (2) Oxtoby, J.T. and Yablonka, L. 2021. Narrowing the Gap: Why long-term investors and corporate leaders should view addressing economic inequality and improving diversity as critical forms of risk management (Course Reserves)	
Wed. November 3 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) K@W Podcast: S.J. Creary & R. Anand, 2020: "Why listening and learning come before strategy" (Course Reserves) https://knowledge.wharton.upenn.edu/article/leading-diversity-listening-learning-before-strategy/ (3) **Strategies:** S. Creary, 2021. "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)	Integrating a global lens

Mon. November 8 Social identity differences, Part I	(1) K@W Podcast: S.J. Creary, S. Martin, & T. Smith, 2021 "Social class transitioners" (Course Reserves, Link TBA) (2) K@W Podcast: S.J. Creary, E. Bell Smith, S. Nkomo, 2021 "Black women leaders: Navigating the intersection of gender and race" (Course Reserves) https://knowledge.wharton.upenn.edu/article/black-women-leaders-navigate-intersection-gender-and-race/ (3) 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) (4) **Strategies:** S. Creary, 2021. "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
Wed. November 10 Social identity differences, Part II	(1) A. Ahmad, I. Sabat, & E. King, "Research: The upsides of disclosing your religion, sexual orientation, or parental status at work" (HBR Reading, Course Pack) (2) Henneborn, L. 2021. "Make it safe for employees to disclose their disabilities." (HBR Reading, Course Pack) (3) HBR Podcast: "Megan Rapinoe on leading – on and off the field" https://hbr.org/podcast/2020/06/megan-rapinoe-on-leading-on-and-off-the-field (4) **Strategies:** S. Creary, 2021. "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
Thurs November 11 Mid-term extra credit survey due		
CREATING EQUITY AND OPPORTUNITY		
Mon. November 15 Meritocracy, privilege, and bias, part I – Systems	(1) E. Castilla, 2016. "Achieving meritocracy in the workplace" (Course Reserves) (2) Read: https://www.hiringthing.com/5-ways-to-eliminate-bias-from-your-hiring-process/ (3) J. Polzer, 2018. "Trust the algorithm or your gut? (HBR Reading, Course Pack) (4) **Strategies:** S. Creary, 2021. "Evidence-based tips, strategies, and takeaways: Meritocracy and privilege; Discrimination, bias, and equality of opportunity" pg. 3-5. Skim Reference list pages 15-20 for optional readings (Course Reserves)	Reducing bias in selection processes **Case Analysis Due by 11:59 p.m.**: Mayo & Hull, "Rosalind Fox at John Deere" (HBS Case, Course Pack)
Wed. November 17 Meritocracy, privilege, and bias, part II – People	(1) Take the following implicit social attitudes tests – race, sexuality, gender-career, and age tests https://implicit.harvard.edu/implicit/selectatest.html (2) Read: https://implicit.harvard.edu/implicit/faqs.html (3) HBR Podcast: R. Ely & E. Bell Smith, "We deserve better than 'Attagirl'" – 39 minutes https://hbr.org/podcast/2018/10/we-deserve-better-than-attagirl (4) **Strategies:** S. Creary, 2021. "Evidence-based tips, strategies, and takeaways: Meritocracy and privilege; Discrimination, bias, and equality of opportunity" pg. 3-5. Skim Reference list pgs 15-20 for optional readings (Course Reserves)	Being a good ally

Mon. November 22 Engaging in courageous conversations	(1) R.J. Grossman, 2021. "Religion at work" (Course Reserves) https://www.shrm.org/hr-today/news/hr-magazine/pages/religion-at-work.aspx (2) S.J.Creary, 2020 "How to begin talking about race in the workplace" (Course Reserves) https://knowledge.wharton.upenn.edu/article/begin-talking-race-workplace/ (3) **Strategies:** S. Creary, 2021. "Evidence-based tips, strategies, and takeaways: Building effective work relationships across difference" pg. 7. Skim Reference list pages 21-23 for optional readings (Course Reserves)	Intergroup dialogue
Mon. November 29 DEI Analytics (**BLUE JEANS EVENTS from home)**	**Leading Diversity@Wharton Lecture Series: Trends in Diversity Analytics and Data Disclosure** **Guests:** Shujaat Ahmad, Director of People Analytics, LinkedIn Prof. Matthew Bidwell, Wharton Carolynn Johnson, CEO, DiversityInc **5:15-6:30 p.m. (VIRTUAL)** Read: Creary, S.J. Rothbard, N. and Scruggs, J. 2021. Improving Workplace Culture Through Evidence-Based Diversity, Equity, and Inclusion Practices (Course Reserves)	Making diverse teams more effective
Wed. December 1 Effective diverse teams	(1) HBR Podcast: A. Edmondson, 2019: "Creating psychological safety in the workplace" – 27 minutes https://hbr.org/ideacast/2019/01/creating-psychological-safety-in-the-workplace (2) **Strategies:** S. Creary, 2021. "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)	Being a broker
Mon. December 6 Speaking up	(1) Fowler, S. 2017, "Reflecting on one very strange year at Uber," (Course Reserves) https://www.susanjfowler.com/blog/2017/2/19/reflecting-on-one-very-strange-year-at-uber (2) Recommendations from the Holder Report on Uber: (Course Reserves) https://assets.documentcloud.org/documents/3863782/The-Holder-Report-on-Uber.pdf (3) *Skim:* Lever's Diversity and Inclusion Handbook (Course Reserves) (4) **Strategies:** S. Creary, 2021. "Evidence-based tips, strategies, and takeaways: Inclusion in organizations" pg. 7-8. Skim Reference list pages 23-24 for optional readings (Course Reserves)	Being a change agent, part II
Wed. December 8 Corporate and employee activism	(1) Cook, F. 2020, "Companies are struggling to engage with today's activists" https://annenberg.usc.edu/news/research-and-impact/companies-are-struggling-engage-todays-activists-new-survey-explores-why	- **Final Project Due by 11:59 p.m. (Individual or Team)**

	(2) Edelman 2021, "Edelman Trust Barometer: The Belief-Driven Employee" (Course Reserves) (3) Edelman, 2021, "Edelman Trust Barometer: Key Insights, Jan – June 2021" (Course Reserves) (4) **Strategies:** S. Creary, 2021. "Evidence-based tips, strategies, and takeaways: Leading diversity in organizations" pg. 8. Skim Reference list pages 25-27 for optional readings (Course Reserves)	