

MGMT 224 LEADING DIVERSITY IN ORGANIZATIONS (VIRTUAL)

Fall 2020 (Q2), October 26-December 9, 2020 (0.5 cu)
Section 002: MW 10:30-11:50 a.m. (Room: VIRTUAL)
Section 004: MW 1:30-2:50 p.m. (Room: VIRTUAL)

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: Two virtual guest speaker panels will replace regular class sessions. On Mon. Nov 16, class will be held from 4:30-5:45 pm. On Wed. December 2, class will be held from 1:30-2:45 p.m. If you are unable to make the event at the scheduled time, you can watch the video recording of the event. Regardless, this class will be treated like all other class sessions – answers to class preparation questions due before the event and post-class reflections due after the event. Deadlines will be posted to Canvas. In addition, classes will meet on Fri. November 6 at the normal class times instead of Wed. November 4 due to professor time conflict.

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>
- **Community Chats:** The MBA TAs and I will be scheduling small online group meetings throughout the quarter if you would like to join one of us and some of your fellow students for informal conversation. Six of these will be hosted by TAs and two of these will be hosted by Professor Creary. Professor Creary's chats are open to undergrad and MBA students currently enrolled in her classes. 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, READINGS, AND SLIDES (ACCESS VIA CANVAS)

Study.net Course Packs totaling \$35 (Copyright protected HBS Cases \$10 and HBR Readings \$25)
Penn Library Course Reserve readings and class prep materials (no extra cost)

Course materials including class recordings are copyright-restricted to your personal use. 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 and (3) Class Reflection Questions - 10/26-11/16	15% (150 points)
(3) Class Prep and (3) Class Reflection Questions - 11/18-12/9	15% (150 points)
Individual Self-Reflection Paper	30% (300 points)
Final Individual <u>or</u> 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 online. 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.
- **Zoom Classes:**
 - If attending class via Zoom, first and last name must be displayed on the relevant screen. Video should be on at all times.
 - Please keep your microphones muted unless you are asked to unmute. Please make sure Skype, FaceTime, etc. are disabled during class to prevent disruptions.
 - Please feel free to contribute to the class discussion via chat – but please keep your chats focused on the material being discussed and please maintain class norms around respectful engagement. Please also monitor your use of the chat – please refrain from dominating the chat with your comments or “conversations” with other students.
 - Use the “raise hand” feature to ask/answer questions.

Given the unique nature of our required social distancing online format across multiple time zones, **class attendance will not be required** during Q2 but completion of (3) class preparation questions and (3) post-class reflection questions in the first half of the quarter and (3) class preparation questions and (3) post-class reflection questions in the second half of the quarter will be required. Class preparation questions are due **before class** and class reflection questions are due **within one week** of that 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" (Rare – 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" (Common - 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" (Rare - 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" – (Rare – Below Expectations) – Did not complete prep question/post-class reflection

COURSE OUTLINE

Date/Topic	Readings	Activities/ Deadlines
LEADING DIVERSE ORGANIZATIONS		
<p>Mon. October 26 Intro to diversity in organizations</p>	<p>(1) G. Garrett, 2018. “Why diversity is about much more than numbers” (Course Reserves) (2) M. Williams, 2017. “Numbers take us only so far” (HBR Reading, Course Pack) (3) Strategies: 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)</p>	<p>Co-creating collective norms</p>
<p>Wed. October 28 Paradigms for engaging a diverse workforce</p>	<p>(1) D. Thomas & R. Ely, 1996. “Making differences matter: A new paradigm for managing diversity” (HBR Reading, Course Pack) (2) K. Phillips, 2014. “How diversity makes us smarter” (Course Reserves) (3) Valuing different needs (Canvas) (4) Strategies: 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)</p>	<p>Valuing different needs</p> <p>- Initial extra credit survey due</p>
<p>Mon. November 2 Diversity and inclusion in the global context</p>	<p>(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” - 44 minutes https://knowledge.wharton.upenn.edu/article/leading-diversity-listening-learning-before-strategy/ (3) Strategies: 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)</p>	<p>Integrating a global lens</p>
<p>Fri. November 6 (Note date change) Social identity differences, Part I</p>	<p>(1) 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) (2) Strategies: 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)</p>	<p>Navigating self-disclosure in one’s career, Part I</p>
<p>Mon. November 9 Social identity differences, Part II</p>	<p>(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 https://hbr.org/ideacast/2018/08/why-</p>	<p>Navigating self-disclosure in one’s career, Part II</p>

	<p>opening-up-at-work-is-harder-for-minorities.html</p> <p>(3) Identity enhancement and conflict self-assessment (Canvas)</p> <p>(4) Strategies: 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)</p>	
<p>Wed. November 11 Engaging in courageous conversations</p>	<p>1) K@W Podcast, S.J. Creary & G. Houston, 2020 (link TBD)</p> <p>(2) S.J.Creary, “How to begin talking about race in the workplace” https://knowledge.wharton.upenn.edu/article/begin-talking-race-workplace/</p> <p>(3) Strategies: 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>Intergroup dialogue</p>
<p>Fri. November 13 Mid-term extra credit survey due</p>		
<p>Mon. November 16 Inclusive leadership (Note Time Change)</p>	<p style="text-align: center;">Leading Diversity@Wharton: Inclusive Leadership in a Time of COVID-19 4:30-5:45 p.m.</p> <p>With Dr. Erika James, Dean of the Wharton School and Corey Anthony, Senior Vice President, Human Resources & Chief Diversity Officer, AT&T Services, Inc.</p> <p>(1) Global Work-from-Home Experience Report 2020. (Canvas)</p> <p>(2) S.J. Creary, 2020. “How to elevate diversity, equity, and inclusion work in your organization” https://knowledge.wharton.upenn.edu/article/elevate-diversity-equity-inclusion-work-organization/</p>	
<p>CREATING EQUITY AND OPPORTUNITY</p>		
<p>Wed. November 18 Meritocracy, privilege, and bias, part I – Systems</p>	<p>(1) E. Castilla, 2016. “Achieving meritocracy in the workplace” (Course Reserves)</p> <p>(2) Read: https://www.hiringthing.com/5-ways-to-eliminate-bias-from-your-hiring-process/</p> <p>(3) J. Polzer, 2018. “Trust the algorithm or your gut? (HBR Reading, Course Pack)</p> <p>(4) Strategies: 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)</p>	<p>Reducing bias in selection processes</p>

<p>Mon. November 23 Meritocracy, privilege, and bias, part II – People</p>	<p>(1) Take the following implicit social attitudes tests – race, sexuality, gender-career, and age tests https://implicit.harvard.edu/implicit/selectatest.html</p> <p>(2) Read: https://implicit.harvard.edu/implicit/faqs.html</p> <p>(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</p> <p>(4) Strategies: 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)</p>	<p>Being a good ally</p> <p><u>Individual Self-Reflection Paper</u> <u>Due by 11:59 p.m</u></p>
<p>Mon. November 30 Effective diverse teams</p>	<p>(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</p> <p>(2) Strategies: 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>Wed. December 2 Being a change agent (Note Time Change)</p>	<p>Leading Diversity@Wharton Speaker Series: Best Sellers: New Books on Race and Inclusion at Work 1:30-2:45 p.m.</p> <p>With Dr. Laura Morgan Roberts, Editor of Race, Work, and Leadership Alison Maitland and Rebekah Steele, Authors of INdivisible</p> <p>No required readings today.</p>	<p>Being a change agent, part I</p>
<p>Mon. December 7 Speaking up</p>	<p>(1) Read: https://www.susanjowler.com/blog/2017/2/19/reflecting-on-one-very-strange-year-at-uber</p> <p>(2) Read: https://assets.documentcloud.org/documents/3863782/The-Holder-Report-on-Uber.pdf</p> <p>(3) Lever’s Diversity and Inclusion Handbook (Course Reserves)</p> <p>(4) Strategies: 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 II</p>

<p>Wed. December 9 Corporate activism</p>	<p>(1) Solis, M., 2020, “Ben & Jerry’s showed America what real corporate activism looked like” https://www.huffpost.com/entry/ben-jerry-ice-cream-corporate-activism_n_5f1b11dec5b6296fbf423019</p> <p>(2) Strategies: 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)</p>	<p>- <u>Final Project Due by 11:59 p.m. (Individual or Team)</u></p> <p>Any one turning in a post-class reflection for this day must turn that in by Thurs. December 10 at 11:59 p.m.</p>
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