

## MGMT 224 LEADING DIVERSITY IN ORGANIZATIONS (VIRTUAL)

Spring 2021 (Q3), **CLASS STARTS January 22 (note date change)** - March 8, 2021 (0.5 cu)

Section 001: MW 10:30-11:50 a.m. (Room: VIRTUAL)

Section 003 (BFW/JWS section): MW 3-4:20 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)

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

### Scheduling Changes:

(1) **The first day of class** will start on Friday, January 22, 2021. Students who cannot make this date due to scheduling conflict should plan to write a prep and reflection question 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.

(2) Two virtual guest speaker panels will replace regular class sessions. These dates will be confirmed prior to the start of the course. Here is the tentative information as of 12/16/20 - on Mon. February 8, 2021, class will be held from 4:30-5:45 p.m. for students in all sections of MGMT 224/624. On Wed. February 24, 2021 class will be held from 12-1 p.m. for students in all sections of MGMT 224/624. If you are unable to make the event at the scheduled time, you can watch the video recording of the event which will be available within 24 hours. Students who cannot make this date due to scheduling conflict should plan to write a prep and reflection question 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:** Current Wharton MBA students and I will be scheduling small online group meetings throughout the quarter to talk about career management and professional development issues in relation to the content of this course. 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 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 and (3) Class Reflection Questions – for classes held 1/22-2/10	15% (150 points)
(3) Class Prep and (3) Class Reflection Questions – for classes held 2/15-3/3	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 **held via Zoom**. 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.

This is a **synchronous class** with required class attendance. If you would like to take this class asynchronously for time zone reasons, please contact me before the end of the first week of class for permission. Otherwise, students are **only permitted two absences without grade penalty** regardless of the reason for being absent. **Final course grades will be deducted 15 points for every absence thereafter.**

Late assignments will not be accepted. Exceptions to the class attendance and late assignment policies are typically not granted - however, any student interested in seeking an exception must discuss the matter in consultation with their academic advisor and me. It is up to the student to initiate these conversations with academic advising and me.

During Zoom class:

- First and last name must be displayed on the relevant screen. Video should be on at all times. However, you should still contribute via chat and in breakout rooms with your camera off.
- 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.
- If you are having WiFi issues, you should alert the professor that you need to turn off your video.

## CLASS PREPARATION AND POST-CLASS REFLECTION QUESTIONS

Completion of (3) class preparation questions and (3) post-class reflection questions for classes held in the first half of the quarter and (3) class preparation questions and (3) post-class reflection questions for classes held 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" (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 AND REFLECTION QUESTIONS

### 1. How many class prep and class reflection responses should I submit this quarter?

Only the number required for the two periods (1/22-2/10 and 2/15-3/3). Please do not submit "extras." We will not be using them to substitute for lower grades. We will not be dropping low grades. 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. The 2/10 Inclusive Leadership class reflection question is actually due on 2/17 according to Canvas. If I do that class reflection, will that count towards the "1/22-2/10" submission period?

- Yes. The periods reflect “classes held” so the due dates for some of the post-reflections fall outside of those dates.

### 3. Is it true that we don't have a full week to submit reflection questions for the 3/3 Being a Change Agent Class? I see on Canvas that the due date for that assignment is Tues. 3/9 by 11:59 p.m.?

- That is a correct interpretation. Regular class assignments cannot be turned in during the University's finals preparation or final exam periods, unfortunately, which is what would happen if students were given a full week to complete the reflection questions for those classes. So, please plan ahead if you are submitting reflection questions for the 3/3 (especially since your final project is due 3/8 by 11:59 p.m.)

### 4. When will the TAs return my graded class prep and reflection 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. 1/25, they are trying to grade it before class starts on Wed. 1/27. If you submit a reflection response on Wed. 1/27, they are trying to grade it before Mon. 2/1. 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.

### 5. Is it necessary to do the prep and reflection questions for the same class or can I do the prep question for one class and the reflection question for another?

You can “mix and match” or do them for the same classes – your choice!

## COURSE OUTLINE

Date/Topic	Readings	Activities/ Deadlines
<b>LEADING DIVERSE ORGANIZATIONS</b>		
<b>Fri. January 22</b> <b>(note date change)</b> 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) <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 collective norms
<b>Mon. January 25</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) S.J. Creary, M. McDonnell, S. Ghai, & J. Scruggs, 2019. "When and why diversity improves your board's performance." (HBR Reading, Course Pack) (3) State Street Global Advisors, 2020. Diversity strategy, goals, & disclosure: Our expectations for public companies: <a href="https://www.ssga.com/us/en/institutional/ic/insights/diversity-strategy-goals-disclosure-our-expectations-for-public-companies">https://www.ssga.com/us/en/institutional/ic/insights/diversity-strategy-goals-disclosure-our-expectations-for-public-companies</a> (4) <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  - Initial extra credit survey due
<b>Wed. 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) K@W Podcast: S.J. Creary & R. Anand, 2020: "Why listening and learning come before strategy" - 44 minutes (Course Reserves) <a href="https://knowledge.wharton.upenn.edu/article/leading-diversity-listening-learning-before-strategy/">https://knowledge.wharton.upenn.edu/article/leading-diversity-listening-learning-before-strategy/</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)	Integrating a global lens
<b>Mon. February 1</b> Social identity differences, Part I	(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) <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>Wed. February 3</b> Social identity differences, Part II	(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 <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> (3) Identity enhancement and conflict self-assessment (Canvas)	Navigating self-disclosure in one's career, Part II

	(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)	
<b>Mon. February 8</b> Inclusive Leadership	<p><b>Leading Diversity@Wharton Lecture Series: Overcoming the Racial and Gender Gap in Entrepreneurial Leadership and Funding</b></p> <p><b>4:30-5:45 p.m.</b> <b>(Blue Jeans Events)</b></p> <p><a href="#">Dr. Ethan Mollick</a>, Associate Professor of Management, Wharton School <a href="#">Frederik Groce</a>, Principal, Storm Ventures and Founder, BLCKVC <a href="#">Melissa Bradley</a>, Managing Partner, 1863 Ventures</p> <p>Read: (1) Grant, N. 2020. Black venture capitalists confront Silicon Valley’s quiet racism. (Course Reserves) <a href="https://www.bloomberg.com/news/features/2020-08-24/black-venture-capitalists-confront-silicon-valley-s-quiet-racism">https://www.bloomberg.com/news/features/2020-08-24/black-venture-capitalists-confront-silicon-valley-s-quiet-racism</a> (2) Knowledge@Wharton. 2016. Why VCs aren’t funding women-led startups. (Course Reserves) <a href="https://knowledge.wharton.upenn.edu/article/vcs-arent-funding-women-led-startups/">https://knowledge.wharton.upenn.edu/article/vcs-arent-funding-women-led-startups/</a></p>	
<b>Tues February 9 Mid-term extra credit survey due</b>		
<b>Wed. February 10</b> Engaging in courageous conversations	<p>1) K@W Podcast, S.J. Creary &amp; G. Houston, 2020, “Why inclusion starts in the C-suite”: (Course Reserves) <a href="https://knowledge.wharton.upenn.edu/article/why-inclusion-starts-in-the-c-suite/">https://knowledge.wharton.upenn.edu/article/why-inclusion-starts-in-the-c-suite/</a></p> <p>(2) S.J.Creary, 2020 “How to begin talking about race in the workplace” (Course Reserves) <a href="https://knowledge.wharton.upenn.edu/article/begin-talking-race-workplace/">https://knowledge.wharton.upenn.edu/article/begin-talking-race-workplace/</a></p> <p>(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>	Intergroup dialogue
<b>CREATING EQUITY AND OPPORTUNITY</b>		
<b>Mon. February 15</b> Meritocracy, privilege, and bias, part I – Systems	<p>(1) E. Castilla, 2016. “Achieving meritocracy in the workplace” (Course Reserves)</p> <p>(2) Read: <a href="https://www.hiringthing.com/5-ways-to-eliminate-bias-from-your-hiring-process/">https://www.hiringthing.com/5-ways-to-eliminate-bias-from-your-hiring-process/</a></p> <p>(3) J. Polzer, 2018. “Trust the algorithm or your gut?” (HBR Reading, Course Pack)</p> <p>(4) <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)</p>	Reducing bias in selection processes

<p><b>Wed. February 17</b> Meritocracy, privilege, and bias, part II – People</p>	<p>(1) Take the following implicit social attitudes tests – race, sexuality, gender-career, and age tests <a href="https://implicit.harvard.edu/implicit/selectatest.html">https://implicit.harvard.edu/implicit/selectatest.html</a></p> <p>(2) Read: <a href="https://implicit.harvard.edu/implicit/faqs.html">https://implicit.harvard.edu/implicit/faqs.html</a></p> <p>(3) HBR Podcast: R. Ely &amp; 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></p> <p>(4) <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)</p>	<p>Being a good ally</p> <p><b>Individual Self-Reflection Paper Due by 11:59 p.m</b></p>
<p><b>Mon. February 22</b> Effective diverse teams</p>	<p>(1) 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></p> <p>(2) <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>Wed. February 24</b> Being a change agent</p>	<p style="text-align: center;"><b>Leading Diversity@Wharton Lecture Series: How to Make Luxury Industries More Inclusive</b></p> <p style="text-align: center;"><b>12-1 p.m. (Blue Jeans Events)</b></p> <p style="text-align: center;"><a href="#">Dr. Atira Charles</a>, Head of Inclusion, Diversity, &amp; Equity, Moët Hennessey, North America (LVMH) <a href="#">Kalpana Bagamane Denzel</a>, Chief Diversity, Inclusion, and Talent Officer, Kering</p> <p>Read:</p> <p>(1) Indvik, L. 2020. Fashion forward: Luxury brands try to weave inclusivity into their fabric. (Course Reserves) <a href="https://www.ft.com/content/1e10808d-ab19-4f8d-b568-508290cc1192">https://www.ft.com/content/1e10808d-ab19-4f8d-b568-508290cc1192</a></p> <p>(2) Spencer, M. 2020. French luxury groups emphasize commitment to racial equality. (Course Reserves) <a href="https://www.yahoo.com/entertainment/french-luxury-groups-emphasize-commitment-124439150.html">https://www.yahoo.com/entertainment/french-luxury-groups-emphasize-commitment-124439150.html</a></p>	<p>Being a change agent, part I</p>
<p><b>Mon. March 1</b> Speaking up</p>	<p>(1) Fowler, S. 2017, “Reflecting on one very strange year at Uber,” (Course Reserves) <a href="https://www.susanjfowler.com/blog/2017/2/19/reflecting-on-one-very-strange-year-at-uber">https://www.susanjfowler.com/blog/2017/2/19/reflecting-on-one-very-strange-year-at-uber</a></p> <p>(2) Recommendations from the Holder Report on Uber: (Course Reserves) <a href="https://assets.documentcloud.org/documents/3863782/The-Holder-Report-on-Uber.pdf">https://assets.documentcloud.org/documents/3863782/The-Holder-Report-on-Uber.pdf</a></p> <p>(3) <i>Skim:</i> Lever’s Diversity and Inclusion Handbook (Course Reserves)</p> <p>(4) <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 II</p>

<p><b>Wed. March 3</b> The rise of corporate activism</p>	<p>(1) Solis, M., 2020, “Ben &amp; Jerry’s showed America what real corporate activism looked like” (Course Reserves)  <a href="https://www.huffpost.com/entry/ben-jerry-ice-cream-corporate-activism_n_5f1b11dec5b6296fbf423019">https://www.huffpost.com/entry/ben-jerry-ice-cream-corporate-activism_n_5f1b11dec5b6296fbf423019</a>  (2) Cook, F. 2020, “Companies are struggling to engage with today’s activists”  <a href="https://annenberglus.edu/news/research-and-impact/companies-are-struggling-engage-todays-activists-new-survey-explores-why">https://annenberglus.edu/news/research-and-impact/companies-are-struggling-engage-todays-activists-new-survey-explores-why</a>  (3) <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)</p>	<p>Any one turning in a post-class reflection for this day must turn that in by Tues. March 9 at 11:59 p.m.</p>
<p><b>Mon. March 8</b>  Final Projects Due</p>	<p>Do not come to class</p>	<p>= <b>Final Project Due by 11:59 p.m. (Individual or Team)</b></p>