

**MGMT 6240 LEADING DIVERSITY IN ORGANIZATIONS**

Fall 2022 (Q2), **CLASS STARTS** Mon. October 24 – Mon. December 7, 2022 (0.5 cu)

MW 3:30-5:00 p.m.

Location: ARB 140

**This course cannot be audited but does have a pass/fail option**

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**INSTRUCTOR**

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**About Me:**

Welcome to Leading Diversity in Organizations, which is an “all-levels” MBA elective course grounded in organizational behavior theories and focused on evidence-based management practices for making organizations more diverse, equitable, and inclusive. I am so happy to have you in this class and to have the opportunity to both teach and learn from you. I am an organizational behavior scholar whose research is focused on understanding how to create more inclusive and equitable workplaces and organizations through positive relational practices. I study how work and non-work relationships shape how people manage multiple identities and self-complexity at work. I also study societal, organizational, and managerial factors contributing to allyship and DEI-related advocacy in workplaces and organizations. I have studied these dynamics in a variety of organizational contexts, including global companies, corporate board rooms, hospitals, yoga communities, and the US Army. These experiences have provided me with insights that I have used not only to develop this class, but also to advise organizational leaders, board directors, investors, and business school faculty from around the world on effective strategies for cultivating DEI in organizations.

**About You:**

I originally developed this course at Wharton in 2017 at the height of several social justice crises that were urging organizations around the world to take DEI more seriously. We collectively witnessed another push toward the same goals in 2020. Over this period, I have enjoyed learning more about those of you who typically elect to take this course and range from “Curious Newcomers” to “Experienced Champions.” My more than 15 years of experience in DEI research, teaching, and advising/consulting suggests that a wide variety of DEI stakeholders exist in all organizations around the world, including “Resistant Beginners.” Thus, this course is taught with each of these groups in mind since I believe that doing so will enhance our collective learning and your ability to effect DEI-related change in organizations.

**INDIVIDUAL MEETINGS**

You can schedule a 15-30 minute individual appointment with me via TimeTrade – we can meet online, in-person, or via phone (please indicate your preference): <https://my.timetrade.com/book/R7MQS>

**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, RESERVE READINGS, AND IN-CLASS SLIDES**

Study.net Course Pack, Penn Library Course Reserve readings, class prep materials are available via course Canvas site. Course materials are copyright-restricted to your personal use only. So, please do not share them with anyone not currently enrolled in the course and please do not upload them to any third-party sites due to copyright restrictions.

### **REQUIRED ASSIGNMENTS**

<b>(3) Class Prep Question Responses – for classes held 10/26-11/9</b>	<b>10% (100 points)</b>
<b>(3) Class Prep Questions Responses - for classes held 11/14-12/5</b>	<b>10% (100 points)</b>
<b>Class Participation and Engagement</b>	<b>10% (100 points)</b>
<b>Individual <u>or</u> Team Case Analysis</b>	<b>30% (300 points)</b>
<b>Final Individual <u>or</u> Team Project – Audio-Recorded PowerPoint Presentation</b>	<b>40% (400 points)</b>

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**

#### **General**

- Masks are highly encouraged to slow the spread of Covid-19. You should feel free to wear one!
- 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. Penalties may include losing participation points and a reduction in your final class attendance/participation grade

#### **Required Attendance**

- This class has required class attendance. **Please check in when you arrive at class using the attendance app.** Students are **only permitted two absences without grade penalty. Final course grades will be deducted 15 points for every absence thereafter.** There is nothing to “make up” for “unexcused” missed classes. While job interviews and vacations are important, those should be scheduled outside of class time.
- Most classes will be held in-person. Class starts and ends on time. Sit according to the seating chart (adopted in Week 2). Name tents must be displayed – please create one if you do not have one. Late entry or reentry only under exceptional circumstances.
- Students who have a valid excuse for missing class (i.e., Covid-19, severe medical illness, religious holiday, death in the family) will be permitted to watch class recordings and write a 1-2 page maximum summary of class(es) missed in order to excuse the absence within one week of the absence. Excused absences will be dropped from your final grade provided that the summary is received within one week of the missed class. Please email your summaries to the professor.

#### **Sharing Course Materials**

- Class slides will be posted at the end of each week. Class recordings are only available to students with a valid excuse for missing class. So, please plan to take notes by hand. The use of laptops and tablets is only allowed during class activities.
- Sharing course materials with people not enrolled in the class, including but not limited to student clubs, internship sites, and past or future employers, is not permitted.

#### **Late Assignments**

- Late class prep question responses will not be accepted. Late case analysis and final project 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.

## 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 question responses 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 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. Response may be fewer than 200 words.
- "0" – (Below Expectations) – Did not complete prep question

## 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 (10/26-11/9 and 11/14-12/5). 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. 10/31, they are trying to grade it before class starts on Wed. 11/2. If you submit a reflection response on Wed. 11/2, they are trying to grade it before Mon. 11/7. 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 11/9 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. I will first check to make sure that you completed 3 prep submissions for classes held in this time 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 divide by 3, which is the total # of submissions due. That will give me your average score. I will then use a scale with "2" assigned to 87% (or B+ average) as per the syllabus. 2-2.39 will be given 87-89% (low to high B+); 2.4-2.79 will be given 90-92% (low to high A-); 2.8-3 will be given 95-100% (A to A+Range). I will then multiply your percentage in the prior step by the total possible number of points for this assignment (i.e.100 points). That will allow me to calculate 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
<b>DIVERSITY STRATEGY</b>		
<b>Mon. October 24</b> Leading 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, 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
<b>Wed. October 26</b> DEI change signals	(1) R. Ely & D. Thomas, 2020. “Getting serious about diversity: Enough already with the business case” (HBR Reading, Course Pack) (2) <b>Strategies:</b> 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) (3) <b>Initial extra credit survey due</b>	DEI change signals activity  - Initial extra credit survey due by 11:59 p.m.
<b>Mon. October 31</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) R. Anand, 2021. “Chapter 1: Localizing a Global Change Strategy” (Course Reserves) (3) <b>Strategies:</b> 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)	Global Diversity Case
<b>Wed. November 2</b> Integrating DEI and ESG	<b>Guest:</b> <b>Ryan Nowicki, Assistant Vice President, Asset Stewardship, State Street Global Advisors</b>  (1) S.J. Creary & N. Jain, 2021. “Jackson’s balancing act” (Wharton Case, Course Reserves) (2) State Street Global Advisors, 2021. Guidance on enhancing racial and ethnic diversity disclosures: <a href="https://www.ssga.com/library-content/pdfs/asset-stewardship/racial-diversity-guidance-article.pdf">https://www.ssga.com/library-content/pdfs/asset-stewardship/racial-diversity-guidance-article.pdf</a>	DEI and ESG Case
<b>CREATING INCLUSION, BELONGING, AND EQUITY</b>		
<b>Mon. November 7</b> Navigating self-disclosure in one’s career, Part I	(1) K@W Podcast: S.J. Creary, S. Martin, & T. Smith, 2021 “How Social Class Affects the Career Ladder” (Course Reserves) (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) <a href="https://knowledge.wharton.upenn.edu/article/black-women-leaders-navigate-intersection-gender-and-race/">https://knowledge.wharton.upenn.edu/article/black-women-leaders-navigate-intersection-gender-and-race/</a> (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) <b>Strategies:</b> S. Creary, 2021. “Evidence-based tips, strategies, and takeaways: Social Identity	LEARN activity

	Differences” pg. 2-3. Skim Reference list pages 11-15 for optional readings (Course Reserves)	
<b>Wed. November 9</b> Navigating self-disclosure in one’s career, 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” <a href="https://hbr.org/podcast/2020/06/megan-rapinoe-on-leading-on-and-off-the-field">https://hbr.org/podcast/2020/06/megan-rapinoe-on-leading-on-and-off-the-field</a> (4) <b>Strategies:</b> 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)	LEARN activity, continued
<b>Thurs November 10 Mid-term extra credit survey due</b>		
<b>Mon. November 14</b> Equitable hiring and promotion practices	(1) E. Castilla, 2016. “Achieving meritocracy in the workplace” (Course Reserves) (2) Read: <a href="https://blog.hiringthing.com/5-ways-to-eliminate-bias-hiring-process">https://blog.hiringthing.com/5-ways-to-eliminate-bias-hiring-process</a> (3) J. Polzer, 2018. “Trust the algorithm or your gut?” (HBR Reading, Course Pack) (4) <b>Skim:</b> Bezrukova, K., Spell, C.S., Perry, J.L. and Jehn, K.A., 2016. A meta-analytical integration of over 40 years of research on diversity training evaluation. <i>Psychological Bulletin</i> , 142(11): 1227-1274 (Course Reserves) (5) <b>Strategies:</b> 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)	Trust the algorithm or your gut? Case  <b>Case Analysis Due by 11:59 p.m.:</b> Mayo & Hull, “Rosalind Fox at John Deere” (HBS Case, Course Pack)
<b>Wed. November 16</b> Being a good ally	(1) 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> (2) J. Porter, 2017. “How to give feedback people can actually use” (HBR Reading, Course Pack) (3) <b>Strategies:</b> 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)	LEAP allyship activity
<b>LEADING CHANGE</b>		
<b>Mon. November 28</b> DEI Analytics, Part I	(1). S.J. Creary and N. Jain. 2022. “Data is the new gold” (Case, Course Reserves) (2) Creary, S.J. Rothbard, N. and Scruggs, J. 2021. Improving Workplace Culture Through Evidence-Based Diversity, Equity, and Inclusion Practices (Course Reserves)	DEI Analytics case
<b>Wed. November 30</b> DEI Analytics, Part II (Practice)  ( <b>ZOOM from home</b> )	<b>Guest:</b> <b>Shujaat Ahmad, Director of People Analytics, LinkedIn</b>  ( <b>VIRTUAL – regular class time</b> )	DEI Analytics Speaker

	Creary, S.J. Rothbard, N. and Scruggs, J. 2021. Improving Workplace Culture Through Evidence-Based Diversity, Equity, and Inclusion Practices (Course Reserves)	
<b>Mon. December 5</b> Corporate and employee activism  (final in-person class session)	(1) Cook, F. 2020, “Companies are struggling to engage with today’s activists” <a href="https://annenberg.usc.edu/news/research-and-impact/companies-are-struggling-engage-todays-activists-new-survey-explores-why">https://annenberg.usc.edu/news/research-and-impact/companies-are-struggling-engage-todays-activists-new-survey-explores-why</a> (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) <b>Strategies:</b> 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)	Employee Activism Activity
<b>Wed. December 7</b>  (Do not come to class)	<b>Final Project Due by 11:59 p.m. (Individual or Team)</b>	