

## MGMT 6240-001: LEADING DIVERSITY IN ORGANIZATIONS

Spring 2024 (Q3)

M/W 1:45 – 3:15p (0.5 cu)

January 22 – February 26

Location: ARB 240

**Note:** This course cannot be audited or taken pass/fail.



### Contact Information

Course Faculty	Professor Flannery Stevens, Ph.D.
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Office Location	SHDH 3027
Office Hours	By appointment
Course Website	<a href="#">Canvas</a>

### COURSE OVERVIEW AND OBJECTIVES

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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; 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. This course 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. Our time together will be experiential and discussion-based, employing a variety of methods: readings, self-reflection, guest lectures, case studies, and a final (individual or team) project. By the end of this course, you should be able to:

- Describe current perspectives on the relationships among diversity and inclusion in global organizations.
- 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.
- Explain how issues of privilege and bias influence opportunity and effectiveness in global organizations.
- Propose ways to make relationships across differences in organizations more effective.
- 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.

We will work together to achieve these objectives. To this end, you are encouraged to raise any question – no matter how small or large – concerning the course material. To discuss issues outside of class, feel free to send me an email and, if needed, we can set up a time to talk.

## REQUIRED COURSE MATERIALS

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There are two sets of required materials for this course, both available free of charge:

1. **Study.Net Coursepack:** contains externally-copyrighted content from key suppliers (e.g., Harvard Business Publishing). See "Study.Net Materials" section on our Canvas course site.
2. **Penn Libraries e-Course Reserves:** contains readings and class preparation materials made available through Lippincott Library. See "Course Materials @ Penn Libraries" section on our Canvas course site.

At various points throughout the course, I might distribute additional materials (e.g., exercises, supplementary readings) that are not available through the coursepack or course reserves. In those instances, I will distribute the materials in class or post them online.

## COURSE EVALUATION

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Your overall grade is based on the following components:

Component	Percentage	Due Date
Class Contribution	10% (100 points)	
Class Prep Question Responses – Part I	10% (100 points)	For classes held Jan. 24 – Feb. 7
Class Prep Question Responses – Part II	10% (100 points)	For classes held Feb. 12 – Feb. 26
Individual <u>or</u> Team Case Analysis	30% (300 points)	Feb. 12 (by 11:59p)
Final Individual <u>or</u> Team Project	40% (400 points)	Feb. 26 (by 11:59p)
Extra Credit Opportunities (2)	5 points each	Jan. 24 (by 11:59p) and Feb. 8 (by 11:59p)

### a. Class Contribution (10%)

The course format entails lectures, exercises, and discussions. To contribute to our learning environment, you must be present – both physically and in terms of engagement. Because the experience in the classroom is such an integral part of MGMT 6240, students are expected to attend all classes and to arrive and leave on time. Students who miss class because of *excused* absences – for example, severe medical illness, religious holiday, death in the family – will be permitted to watch class recordings and write a summary (1-2 pages, maximum) of class(es) missed within one week of the absence. Please email your summaries to the professor. There is nothing to "make up" for *unexcused* absences (e.g., club events, personal travel, job interviews). You are **permitted two (2) unexcused absences without a grade penalty**. Final course grades will be deducted 15 points for every unexcused absence thereafter; excessive unexcused absences may result in additional penalties, including failure in the course.

It is imperative that you are prepared – having read the assigned readings prior to class – and fully engaged in all activities associated with the course. You are expected to be respectful and professional in your interactions with others in the class. **This course is largely "unplugged."** Please put away and turn off/silence all computers, tablets, phones, or other electronic devices during class sessions, unless otherwise instructed as part of a class activity. If you need to use a computer because of a language or disability issue, you need to secure my permission at the beginning of the quarter.

Contribution to our class discussions is an essential part of the learning process in this course. Because individual differences in perspective are a crucial component of the course material, contributing your

perspective in this class is necessary, not only for your own learning but also for that of your classmates. Those comments that greatly contribute to class discussions will receive more points. High quality comments possess one or more of the following attributes:

- They offer a different, unique, and relevant perspective on the issue.
- They are timely; they contribute to moving the discussion and analysis forward.
- They are constructive; they build on rather than dismiss previous comments.
- They integrate the principles and theory from the readings and previous discussions.
- They are not merely statements of feeling; they include analysis about the grounds for a conclusion and consideration of dilemmas or tradeoffs.
- They provide examples from real personal experiences for a particular issue or phenomenon discussed in class.
- They help others feel safe about participating, helping to create a constructive learning environment.

My goal is for each of us to contribute to making our classroom a space where we all feel comfortable participating and engaging with the material. At points I might engage in “warm calling” to encourage balanced student involvement and inclusion of different perspectives, which will help to elevate the richness of our discussions.

#### **b. Class Preparation Question Responses (20%)**

Completion of **three (3)** class preparation questions for classes held in the first half of the quarter (January 24 – February 7) and **three (3)** class preparation questions for classes held in the second half of the quarter (February 12 – February 26) will be required. Class preparation question responses are due **before class**. Late class preparation question responses will not be accepted. Please note that Canvas will automatically assign a “late” designation to any assignments you choose not to complete.

Each of these question responses 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 preparation question.

#### **c. Individual or Team Case Analysis (30%)**

Working either alone or in a team (of no more than 5 people), you will be analyzing a case using content from the case and other course content, including our readings and discussions on social identity differences, diversity and inclusion in the global context, etc. The paper should be 8-12 pages (double-spaced, 12-point Times New Roman font, 1-inch margins) and is **due on Monday, February 12 by 11:59p**. Assignments will be accepted **up to two days late with a 10% penalty for each day late** after the

deadline. In other words, 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. Detailed instructions for this assignment can be found on our Canvas course website.

**d. Final Individual or Team Project (40%)**

Working either alone or in a team (of no more than 5 people), you will create a recorded PowerPoint presentation sharing your research with a recommendation plan for a specific company/organization wrestling with a particular “workforce diversity problem.” Your presentation should be 8-10 minutes long and narrated, with all contributors to the project narrating some portion of the presentation. This assignment is **due on Monday, February 26 by 11:59p**. Assignments will be accepted **up to two days late with a 10% penalty for each day late** after the deadline. In other words, 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. Detailed instructions for this assignment can be found on our Canvas course website.

**e. Extra Credit Opportunities (Optional)**

There will be **two (2)** extra credit opportunities, worth 5 points each: an initial extra credit survey (due January 24 by 11:59p) and a mid-point course survey (due February 8 by 11:59p). Late submission will not be counted. Detailed instructions for these extra credit opportunities can be found on our Canvas course website.

## **ACADEMIC INTEGRITY**

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Each student in this course is expected to abide by the [University of Pennsylvania Code of Academic Integrity](#). Any work submitted by a student in this course for academic credit will be the student's own work. For individual and group assignments, you are encouraged to study together and to discuss information and concepts covered in this course and the sections with other students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else in the form of an electronic or hard copy, from this class, other sections, or previous classes in prior years. This unallowable possession includes but is not limited to how their work was/is being assessed according to a set of grading criteria/a grading rubric. Should these types of cooperation occur, all students involved will automatically receive a zero for the assignment and the case will be referred to the University of Pennsylvania Office of Student Conduct. Situations involving cooperation with students no longer enrolled in the course will be referred to the Office of Student Conduct as well. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

I strongly suggest not using any generative artificial intelligence (AI) programs (e.g., ChatGPT) for your assignments. If you choose to use such tools, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under relevant Penn policies.

## INTELLECTUAL PROPERTY

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The materials used in University of Pennsylvania courses ("Course Materials") generally represent the intellectual property of course instructors, third parties, and/or the University which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. **Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.**

Published course readings (book chapters, articles, reports, etc.) available in Canvas and Study.Net are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property, copyright, and computer acceptable use can be found at the following links:

- [Computing Policies and Guidelines](#)
- [Copyright and File Sharing](#)

## STUDENT SUPPORT & WELLNESS

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The Wharton School and the University of Pennsylvania offer numerous services and initiatives to support your well-being, both as a student and as a person. Below is information about some of the resources available if you need help.

[Wellness at Wharton](#) and [Wellness at Penn](#) provide opportunities for students to reflect and engage on issues of wellness, stress, mental health, resilience, happiness, personal and academic goals, and the meaning of success. [Here](#) is a wellness resource guide specifically for Wharton MBA students.

The Weingarten Center offers a variety of resources to support all Penn students in reaching their academic goals. All services are free and confidential. To contact the Weingarten Center, call 215-573-9235. The office is located in Stouffer Commons, 3702 Spruce Street, Suite 300. The Weingarten Center is Penn's home for Disability Services and Academic Support:

- **Disability Services:** The University of Pennsylvania is committed to the accessibility of its programs and services. Students with a disability or medical condition can request reasonable accommodations through the Weingarten Center website. Disability Services determines accommodations on an individualized basis through an interactive process, including a meeting with the student and a review of their disability documentation. Students who have approved accommodations are encouraged to notify their faculty members and share their accommodation letters at the start of each semester. Students can contact Disability Services by calling 215-573-9235.
- **Academic Support:** Learning consultations and learning strategies workshops support students in developing more efficient and effective study skills and learning strategies. Learning specialists work with undergraduate, graduate, and professional students to address time and

project management, academic reading and writing, note-taking, problem-solving, exam preparation, test-taking, self-regulation, and flexibility.

## DIVERSITY & INCLUSION

The Wharton School and the University of Pennsylvania are committed to the belief that a diverse range of perspectives is essential to fostering breadth of thought and knowledge. The environment is meant to provide equal opportunity and equal treatment for all students, regardless of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, and marital or parental status. We take seriously our responsibility to promote responsible conduct by all students and to make institutional arrangements that create an environment of tolerance and that supports participation and advancement by individuals from diverse backgrounds. While working together to build this community we ask all members to:

- Share their unique experiences, values and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Appreciate the opportunity that we have to learn from each other in this community.
- Value each other's opinions and communicate in a respectful manner.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Wharton and University of Pennsylvania communities.

## COURSE OUTLINE

The majority of readings can be accessed through our Canvas course website, unless otherwise noted (by a hyperlink provided). The schedule below is subject to change; any changes will be clarified in class and announced via Canvas.

**Note:** [CP] = Coursepack (see "Study.Net Materials" section on Canvas); [CR] = Course Reserves (see "Course Materials @ Penn Libraries" section on Canvas).

Date	Topic	Deadlines
<b>DIVERSITY STRATEGY</b>		
Jan. 22	Class 1: Introduction to Diversity in Organizations	
Readings:	<ul style="list-style-type: none"> <li>• Hsu, A. <a href="#">"Corporate DEI Initiatives Are Facing Cutbacks and Legal Attacks."</a> <i>NPR</i>, August 19, 2023. [CR]</li> <li>• Pandey, E. <a href="#">"Anti-DEI Movement Expands in Politics, Business and Academics."</a> <i>Axios</i>, December 13, 2023. [CR]</li> <li>• Phillips, K. "How Diversity Makes Us Smarter." <i>Scientific American</i>, 2014. [CR]</li> <li>• Optional: Green, J., Ingold, D., Wahid, R., Sam, C. &amp; Sirtori-Cortina, D. <a href="#">"Corporate America Promised to Hire a Lot More People of Color. It Actually Did."</a> <i>Bloomberg</i>, September 26, 2023. [CR]</li> </ul>	

Jan. 25	Class 2: DEI Change Signals	
Readings:	<ul style="list-style-type: none"> <li>Ely, R., &amp; Thomas, D.A. "Getting Serious About Diversity: Enough Already with the Business Case." <i>Harvard Business Review</i>, 2020. [CP]</li> <li>Schuman, E., Knowles, E., &amp; Goldenberg, A. "To Overcome Resistance to DEI, Understand What's Driving It." <i>Harvard Business Review</i>, 2023. [CP]</li> <li>Williams, M. "Numbers Take Us Only So Far." <i>Harvard Business Review</i>, 2017. [CP]</li> </ul>	Initial Extra Credit Survey Due (by 11:59p)
Jan. 29	Class 3: Integrating DEI & ESG	
Readings:	<p><b>Guest: Reina Berlien,</b> <b>Head of ESG, Brandywine Global Investment Management</b></p> <ul style="list-style-type: none"> <li>Hood, D. "<a href="#">Lawsuits Challenge Corporate Diversity Pledges After Floyd.</a>" <i>Bloomberg Law</i>, April 7, 2023. [CR] <ul style="list-style-type: none"> <li>Watch embedded video: "<a href="#">ESG Explained: Socially Conscious Capitalism and Its Backlash.</a>" [CR]</li> </ul> </li> <li>Winston, A. "Why Business Leaders Must Resist the Anti-ESG Movement." <i>Harvard Business Review</i>, 2023. [CP]</li> </ul> <p><b>Note:</b> Our guest speaker may provide additional prep materials; if so, I will distribute those materials ahead of our class session.</p>	
Jan. 31	Class 4: Diversity & Inclusion in the Global Context	
Readings:	<ul style="list-style-type: none"> <li>Anand, R. "Localizing a Global Change Strategy." <i>Leading Global Diversity, Equity, and Inclusion</i> (p.23-39), 2022. [CR]</li> <li>Meyer, E. "When Culture Doesn't Translate." <i>Harvard Business Review</i>, 2015. [CP]</li> <li>Sucher, S.J., &amp; Corsi, E. "Global Diversity and Inclusion at Royal Dutch Shell (A). [HBS Case #9-613-063]." <i>Harvard Business Publishing</i>, 2012. [CP]</li> </ul>	
<b>CREATING INCLUSION, EQUITY, &amp; BELONGING</b>		
Feb. 5	Class 5: Social Identity Differences, Part I	
Readings:	<p><b>Guest: Rachel Spivey</b> <b>Director, Stay &amp; Thrive Team, Google</b></p> <ul style="list-style-type: none"> <li>Cha, S.E., &amp; Roberts, L.M. "The Benefits of Bringing Your Whole Identity to Work." <i>Harvard Business Review</i>, 2019. [CP]</li> <li><a href="#">Google Diversity Annual Report (2023)</a>. Read p. 3-33. (Optional: Skim remainder of report.) [CR]</li> </ul> <p><b>Note:</b> Our guest speaker may provide additional prep materials; if so, I will distribute those materials ahead of our class session.</p>	
Feb. 7	Class 6: Social Identity Differences, Part II	
Readings:	<ul style="list-style-type: none"> <li>Ahmad, A., Sabat, I., &amp; King, E. "Research: The Upsides of Disclosing Your Religion, Sexual Orientation, or Parental Status at Work." <i>Harvard Business Review</i>, 2018. [CP]</li> <li>Henneborn, L. "Make It Safe for Employees to Disclose Their Disabilities." <i>Harvard Business Review</i>, 2021. [CP]</li> </ul> <p>[CONTINUED ON NEXT PAGE]</p>	

	<ul style="list-style-type: none"> <li>Ingram, P. "The Forgotten Dimension of Diversity." <i>Harvard Business Review</i>, 2021. [CP]</li> <li>Pick <u>one</u> of the following chapters to read from <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> (B.A. Williams, 2020): <ul style="list-style-type: none"> <li>"Women: Underappreciated, Underpaid, and Overworked" (p. 21-37) [CR]</li> <li>"LGBTQ+: America's Last Protected Class in the Workplace" (p. 39-57) [CR]</li> </ul> </li> </ul>	
<b>Mid-Point Extra Credit Survey Due Thursday, February 8 (by 11:59p)</b>		
Feb. 12	<b>Class 7: Meritocracy, Privilege, &amp; Bias, Part I (Systems)</b>	
Readings:	<ul style="list-style-type: none"> <li>Castilla, E.J. "Achieving Meritocracy in the Workplace." <i>MIT Sloan Management Review</i>, 2016. [CR]</li> <li>Dobbin, F., &amp; Kalev, A. "Why Diversity Programs Fail – And What Works Better." <i>Harvard Business Review</i>, 2016. [CP]</li> <li>Polzer, J.T. "Trust the Algorithm or Your Gut?" <i>Harvard Business Review</i>, 2018. [CP]</li> </ul>	Case Analysis Due (by 11:59p)
Feb. 14	<b>Class 8: Meritocracy, Privilege, &amp; Bias, Part II (People)</b>	
Readings:	<ul style="list-style-type: none"> <li>Meyer, E. "When Diversity Meets Feedback." <i>Harvard Business Review</i>, 2023. [CP]</li> <li>Williams, J.C., &amp; Mihaylo, S. "How the Best Bosses Interrupt Bias on Their Teams." <i>Harvard Business Review</i>, 2019. [CP]</li> <li>Implicit Bias: <ul style="list-style-type: none"> <li>Take the following Implicit Association Tests (IATs): race, sexuality, gender-career, and age. <a href="https://implicit.harvard.edu/implicit/selectatest.html">https://implicit.harvard.edu/implicit/selectatest.html</a> [CR]</li> <li>Read the FAQ for the Implicit Association Test (IAT): <a href="https://implicit.harvard.edu/implicit/faqs.html">https://implicit.harvard.edu/implicit/faqs.html</a> [CR]</li> </ul> </li> </ul>	
Feb. 19	<b>Class 9: Engaging in Courageous Conversations</b>	
Readings:	<ul style="list-style-type: none"> <li>Goldberg, E. "<a href="#">Mideast War Pushes Companies to Extend Diversity Programs to Faith Groups.</a>" <i>New York Times</i>, December 9, 2023. [CR]</li> <li>Grossman, R.J. "Religion at Work." <i>HR Magazine</i>, 2008. [CR]</li> <li>Yoshino, K., &amp; Glasgow, D. "Introduction: The Impossible Conversations" (p. 1-14) <b>and</b> "Principle 1: Beware the Four Conversational Traps" (p. 15-33). <i>Say The Right Thing: How to Talk About Identity, Diversity, and Justice</i>, 2023. [CR]</li> </ul>	
Feb. 21	<b>Class 10: DEI Analytics</b>	
Readings:	<ul style="list-style-type: none"> <li>Chilazi, S., &amp; Bohnet, I. "How to Best Use Data to Meet Your DE&amp;I Goals." <i>Harvard Business Review</i>, 2020. [CP]</li> <li>Creary, S.J., &amp; Jain, N. "Data is the New Gold." <i>The Wharton School</i>, 2022. [CR]</li> <li>Creary, S.J., Rothbard, N., &amp; Scruggs, J. "Improving Workplace Culture Through Evidence-Based Diversity, Equity, and Inclusion Practices." <i>The Wharton School</i>, 2021. [CR]</li> <li>Optional: HBR IdeaCast (25 minutes). "<a href="#">Shelly McNamara: Moving the Needle on DEI.</a>" <i>Harvard Business Review</i>, 2021. [CR]</li> </ul>	



Feb. 26	Class 11: Corporate & Employee Activism	
Readings:	<ul style="list-style-type: none"> <li>Anand, R. "Dealing with Resistance." <i>Leading Global Diversity, Equity, and Inclusion</i> (p.79-96), 2022. <b>[CR]</b></li> <li>Briscoe, F., &amp; Gupta, A. "Business Disruption from the Inside Out." <i>Stanford Social Innovation Review</i>, 2021. <b>[CR]</b></li> <li>Edelman Trust Barometer. "2023 Global Report." <b>[CR]</b> <ul style="list-style-type: none"> <li><u>Optional</u>: Edelman Trust Barometer. "Special Report: Trust at Work," 2023. <b>[CR]</b></li> <li><u>Optional</u>: Edelman Trust Barometer: "Special Report: Business and Racial Justice," 2023. <b>[CR]</b></li> </ul> </li> <li>Reitz, M., &amp; Higgins, J. "Leading in an Age of Employee Activism." <i>MIT Sloan Management Review</i>, 2022. <b>[CR]</b></li> </ul>	Final Project Due (by 11:59p)