MGMT 2240 LEADING DIVERSITY IN ORGANIZATIONS
Fall 2024 (Q2), **CLASS STARTS** Mon. October 21 – Mon. December 9, 2024 (0.5 cu)
MW 12-1:30 p.m.
Location: TBD
This course cannot be audited.

INSTRUCTOR
Professor Stephanie J. Creary, PhD (Office: SHDH 2031)
sjcreary@wharton.upenn.edu

About Me:
Welcome to Leading Diversity in Organizations, which is an "all-levels" undergraduate elective course open to Wharton and UPenn students. It is 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. 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. Yet, more recently, DEI work has been publicly challenged by those who view it as "unfair" or "illegal," which has resulted in some fundamental changes to the nature and focus of DEI-focused initiatives in some organizations and geographic jurisdictions. Especially now---when both tension and emotions are high---it is important to create inclusive spaces for people with a variety of perspectives on DEI to talk about these issues using respectful dialogue. Thus, this course is taught with this context in mind and 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

REQUIRED COURSE MATERIALS (ACCESS VIA CANVAS FREE OF CHARGE)
1. Study.net Course Packs (Copyright protected HBS Cases HBR Readings)
2. Penn Library Course Reserve readings and class prep materials (no extra cost)

COURSE EVALUATION
Your overall grade is based on the following components (There is no forced curve in this class):

Component	Percentage	Due Date
Class Contribution	10% (100 points)	
Class Prep Question Responses – Part I	10% (100 points)	For classes held Oct. 23 to Nov. 4
Class Prep Question Responses – Part II	10% (100 points)	For classes held Nov. 6 to Dec. 2
Course Project – Part I	35% (350 points)	Mon. Nov. 18 by 11:59 p.m.
Course Project – Part II	35% (350 points)	Mon. Dec. 9 by 11:59 p.m.
Extra Credit Opportunities (2)	5 points each	Wed. Oct. 23 by 11:59 p.m. and Thurs. Nov. 7 by 11:59 p.m.

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 also 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 (October 23 – November 4) and **three (3)** class preparation questions for classes held in the second half of the quarter (November 6 – December 2) will be required. Class preparation question responses are due **<u>before class</u>**. 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. **Course Project (70%)**
Working either alone or in a team of your own choosing (of no more than 5 people), you will be developing a background research report and recorded PowerPoint presentation of recommendations for a specific company/organization wrestling with advancing DEI in the current context (i.e., "DEI under pressure"). You will also be expected to propose a budget for recommended items based on a fixed amount of financial resources. Note: You will not be permitted to change your group for Part II (or opt-in to a group if you initially chose to work alone for part I) unless there are extenuating circumstances that have been discussed with me ahead of time.

There are two parts to this project:
- **Part I - The Background Report** – Should be 10-12 pages (double-spaced 12-point Times New Roman font, 1-inch margins) and is due on **Mon. Nov. 18 by 11:59 p.m.**
- **Part II – Recommendations and Proposed Budget** – PowerPoint presentation should be 10-12 minutes long and narrated, with all contributors to the project narrating some portion of the presentation. The budget should be created in a separate pdf file but discussed as part of the presentation. This assignment is due on **Mon. Dec. 9 by 11:59 p.m**.

You will be required to use and triangulate between multiple published resources (e.g., news articles, annual reports, books, academic articles, etc.) in completing this project. Further detailed instructions can be found on our Canvas course website.

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

There will be **two (2)** extra credit opportunities, worth 5 points each: an initial extra credit survey (due October 23 by 11:59p) and a mid-point course survey (due November 7 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
Each student in this course is expected to abide by the <u>University of Pennsylvania Code of Academic Integrity</u>. 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.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program (e.g., ChatGPT), it should be cited (and quoted, where applicable) like any other reference material using APA, MLA, etc. format (with due consideration for the quality of the reference, which may be poor). Any plagiarism-- including wholesale copying and pasting from AI program output without proper attribution---or other form of cheating will be dealt with severely under relevant Penn policies.

INTELLECTUAL PROPERTY
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
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.

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. Undergraduates can also take advantage of free on-campus tutoring for many Penn courses in both drop-in and weekly contract formats. Tutoring may be individual or in small groups. Tutors will assist with applying course information, understanding key concepts, and developing course-specific strategies. Tutoring support is available throughout the term but is best accessed early in the semester.

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

Date/Topic	Readings	Deadlines
LEADING DIVERSE ORGANIZATIONS		
Mon. October 21 Intro to diversity in organizations	(1) K. Phillips, 2014. "How diversity makes us smarter," *Scientific American* (Course Reserves) (2) K. Yoshino and D. Glasgow. 2024 "DEI is Under Attack: Here's How Companies Can Mitigate the Legal Risks," *Harvard Business Review* (Course Pack) (3) Gallo, A. 2023, "What is Psychological Safety?" *Harvard Business Review* (Course Pack)	
Wed. October 23 DEI signals	(1) Schuman, E., Knowles, E., & Goldenberg, A. 2023. "To Overcome Resistance to DEI, Understand What's Driving It." *Harvard Business Review* (Course Pack) (2) Creary, S.J. Rothbard, N. and Scruggs, J. 2021. "Improving Workplace Culture Through Evidence-Based Diversity, Equity, and Inclusion Practices" (Course Reserves) - Read pgs. 2-8 and 35-44. Skim the rest of the report	Initial extra credit survey due by 11:59 p.m.
Mon. October 28 DEI in the global context	(1) D.A. Thomas & S.J. Creary, 2011. "Shifting the diversity climate: The Sodexo Solution" (Course pack) (2) R. Anand, 2021. "Chapter 1: Localizing a Global Change Strategy" (Course Reserves) (3) R. Anand, 2021. "Chapter 4: Dealing with Resistance" (Course Reserves)	
Wed. October 30 DEI Analytics	**Guest Speaker:** **Shujaat Ahmad** **Director of People Analytics, LinkedIn** **AI and Future of Work Strategist, Belong & Lead** (1). S.J. Creary and N. Jain. 2022. "Data is the new gold" (Course Reserves) (2) J. Polzer, 2018. "Trust the algorithm or your gut?" *Harvard Business Review* (Course Pack)	
Mon. November 4 Social identity differences	(1) A.S. Rosette, R. Ponce de Leon, C.Z. Koval, D.A. Harrison 2018, "Intersectionality: Connecting experiences of gender with race at work" *Research in Organizational Behavior* (Course Reserves). (2) S. Xu. 2023. "Mission: AstroAccess" (Course Reserves) (3) S.J. Creary, S. Martin, & T. Smith, 2021 "How Social Class Affects the Career Ladder" *Knowledge at Wharton Podcast* (Course Reserves)	

	(4) B. Wong. 2022, "Supporting LGBTQ+ Workers' Mental Health" *Harvard Business Review* (Course Pack)	
CREATING EQUITY AND OPPORTUNITY		
Wed. November 6 Engaging in courageous conversations	(1) Goldberg, E. "Mideast War Pushes Companies to Extend Diversity Programs to Faith Groups." *New York Times,* December 9, 2023. (2) Grossman, R.J "Religion at Work." HR Magazine, 2008. (3) Yoshino, K., & Glasgow, D. "Introduction: The Impossible Conversations" (p. 1-14) and "Principle 1: Beware the Four Conversational Traps" (p. 15-33). Say The Right Thing: How to Talk About Identity, Diversity, and Justice, 2023	
Thurs November 7 Mid-term extra credit survey due		
Mon. November 11 Inclusive storytelling, Part I: Personal identity narratives at work	**Guest Speaker:** **Dr. Chelsea A. Doub** **Global Manager, All in Diversity & Inclusion** **McKinsey & Company** (1) A. Ahmad, I. Sabat, & E. King, "Research: The upsides of disclosing your religion, sexual orientation, or parental status at work" *Harvard Business Review* (Course Pack) (2) K. Follmer, I.E., I.E. Sabat, R.L. Siuta, 2020. "Disclosure of stigmatized identities at work" *Journal of Organizational Behavior* <u>Note:</u> Our guest speaker may provide prep materials; if so, I will distribute those materials ahead of our class session.	
Wed. November 13 Meritocracy, privilege, and bias, part I – Systems	**Guest Speaker:** **Willie Green III** **Talent Outreach, Google** (1) E. Castilla, 2016. "Achieving meritocracy in the workplace" *MIT Sloan Management Review* (Course Reserves) (2) E. Cech, 2022. "The intersectional privilege of white able-bodied heterosexual men in STEM," *Science Advances* (Course Reserves) (3) Read: https://blog.hiringthing.com/5-ways-to-eliminate-bias-hiring-process	

Mon. November 18
Meritocracy, privilege, and bias, part II – People
	(1) Implicit Bias:
	  - Take the following implicit social attitudes tests – race, sexuality, gender-career, and age tests https://implicit.harvard.edu/implicit/selectatest.html
	  - Read: https://implicit.harvard.edu/implicit/faqs.html
	(2) J.C. Williams, R.M. Korn, S. Mihaylo, "Beyond Implicit Bias: Litigating Race and Gender Employment Discrimination Using Data from the Workplace Experiences Survey" *Hastings Law Journal* (Course Reserves)
	  - Skim pages 337-353
	  - Read pages 353-400
		Course Project Part I Due by 11:59 p.m.

Mon. November 25 Inclusion and belonging in the workplace	**Guest Speaker:** **Traci Bermiss** **Global Diversity & Inclusion Leader, IBM** <u>Note:</u> Our guest speaker may provide prep materials; if so, I will distribute those materials ahead of our class session.	
Mon. December 2	**Guest Speaker:**	

Inclusive storytelling, Part II: Framing DEI strategies for multiple audiences	**Julie Ann Crommett** **Founder & CEO, Collective Moxie** **https://www.collectivemoxie.com/jac** Note: Our guest speaker may provide prep materials; if so, I will distribute those materials ahead of our class session.	
Wed. December 4	**Final Project Work Day** (don't come to class)	
Mon. December 9 Corporate and employee activism	(1) Edelman 2024, "Edelman Trust Barometer" (Course Reserves) (2) Reitz, M., & Higgins, J. "Leading in an Age of Employee Activism." *MIT Sloan Management Review,* 2022.	**Course Project Part II Due by 11:59 p.m.**