

Leading Diversity in Organizations (LDO)

Management Division – ###

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Spring 2019 – 6 week course (1.5 credits)

EMBA Spring A Term Saturday ONLY Program

MBA Spring B

Course Overview

Leading Diversity in Organizations (LDO): In the contemporary knowledge economy, leaders must create sustainable settings for productive exchange and interaction where all members can thrive and put their best foot forward. 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 and innovative 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 create, 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 diversity, equity, and inclusion. This course builds on the foundational knowledge and skills developed in *Lead: People, Teams, Organizations* and relates to other leadership electives such as *Personal Leadership & Success* and *Organizational Change*.

Class sessions will be experiential and discussion-based, will draw from cutting-edge theory and practice regarding economic, psychological, organizational, and cultural insights, and will require full-participation by students. Readings, self-reflection, case studies, and a final team project will also be emphasized. Guest lectures by diversity experts and practitioners are also planned.

By the end of the course students should be equipped to effectively respond to differences in the workplace and be better able to manage themselves and others toward the goal of collaborative learning and innovation in organizations.

Course Objectives

By the end of this half-semester 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 status, privilege, and bias influence opportunity (e.g., hiring decisions, evaluations, promotions) 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

ASSIGNMENTS AND GRADING

Individual course contribution (30%): Arrival on time to class, completion of pre-class surveys, engagement and participation in the classroom, and generally upholding the values of the Columbia Core Culture.

Because this course is short and depends a great deal on the experience of in-class discussion **class attendance is mandatory. Your grade will be penalized for every unexcused absence.** If you must miss a class, it is essential that you notify me as well in advance as possible but at least 24 hours in advance so I can make arrangements for any in-class exercises or activities.

All class sessions involve active discussion, emphasizing both theoretical questions and practical implications. You should be prepared to share ideas and to listen to and interpret the issues presented by others. Most participation will be voluntary; however, individuals will occasionally be called upon "cold."

Quality discussion comments possess one or more of the following attributes:

- Offer a relevant perspective on the issue
- Provide careful analysis
- Apply the theory and concepts offered in the readings and lectures
- Build on prior contributions with new insights; do not repeat others' points
- Asking good questions - a skill to practice

Pre-Class Surveys: Before each session, you will complete a brief pre-class survey that will help you prepare for the session. All pre-class surveys will be in a link in the calendar and under assignments.

Due Date: Each survey will be due on the night (11pm) before the session.

Group Project (Diversity Audit) (40%):

For this project, groups of students will choose 2-3 companies or organizations they are familiar with and will perform a comparison between the companies in an effort to identify the organizations' diversity strategy, processes and procedures. You will identify similarities and differences between the companies and explain why these differences might exist and how these strategies and processes may be affecting the organizations. You will make recommendations for future improvements for each company/organization. More details about the project are provided at the end of the syllabus. Each group will prepare a written analysis of the way diversity operates in the organizations and suggest ways to improve. This analysis should reflect an understanding of basic concepts discussed in class. Papers should be approximately 5-6 pages in length. Due during exam week (for EMBA: xx-xx-19; for MBA: xx-xx-19).

Reflection Paper (15%): At one point in the class, you will reflect on the issues of diversity, equity, and inclusion from previous sessions around a particular topic. The goal is to push you to think even beyond the class discussion and lend your own insights and personal experiences to the topic. Choose one of the topics below and submit at the date listed.

Length: Your paper will be a maximum of 600 words (about two double-spaced pages).

Due Dates and Topics:

- What is the Relationship between Diversity, Power and Status? Can they be disentangled? Week 2
- What is Authenticity and Do We Really Want It in the Workplace? Week 3
- Intersectionality – Can Diversity Be Studied by Looking at One Category at a Time? Week 4
- Strategies for Reducing Implicit Bias in Hiring – What Might Work at Your Organizations and Why? Week 5

Who Am I Exercise (15%): This exercise is designed to help you think about how who you are affects the way you behave, how others see you, and how you see the world. There are three parts to this exercise, each with a series of questions that you will answer about yourself. The assignments will be submitted and there will be time to discuss your responses in class.

COURSE OUTLINE

Date/Topic	Readings	Activities
UNDERSTANDING THE LOGIC OF DIVERSITY IN ORGANIZATIONS		
Saturday January 12 Thursday March 28 History of Diversity and Inclusion in Organizations – Paradigms for engaging a diverse workforce	(1) Read the Syllabus Before Class (2) D. Thomas & R. Ely, 1996. “Making differences matter: A new paradigm for managing diversity” (3) K. Phillips, 2014. “How diversity makes us smarter” <i>Scientific American</i> Case: Robin J. Ely (2006). Managing Diversity at Spencer Owens & Co. Harvard Case #9-405-048, p. 1-5.	Creating group norms <u>Initial survey due 01/11 at 11pm</u>
Saturday January 26 Thursday April 4 Sustaining Diversity and inclusion efforts in the global context -	(1) S. Jang, 2018. “The most creative teams have a specific type of cultural diversity” (2) Skim L. Nishii. 2013. Climate for Inclusion Assessment (Canvas) (3) V. Plaut, 2014. 3 Myths Plus a Few Best Practices for Achieving Diversity Case: S.J. Sucher, & E. Corsi. 2012. “Global diversity and inclusion at Royal Dutch Shell (A)”	Understanding global differences Diversity and inclusion under pressure (fairness, merit, colorblindness, genderblindness, etc) <u>Survey due 01/25 at 11pm</u>
Saturday February 2 Thursday April 11 Social identity at work	(1) K. Phillips, 2018. Diversity & Authenticity (2) V. Webster, 2018. The Authenticity Paradox for Leaders – can we be our real selves? (3) Kenji Yoshino (January 15, 2006). The pressure to cover. <i>The New York Times Magazine</i> , p. 1-9. Case: L. Ramarajan & A. Radu, 2014. “Carla Ann Harris at Morgan Stanley” (Case, Course Pack)	Negotiating multiple identities (intersectionality, covering, integration/segmentation and differences across cultures) Who Am I exercise Parts 1-2 Due 02/01 at 11pm (suggest you work on this over 2 weeks period)
Saturday February 9 Thursday April 18 Understanding the impact of stereotypes, unconscious bias, meritocracy at work	(1) Siri Carpenter (2008). Stereotypes on the brain. <i>Scientific American Mind</i> (April/May), p. 33-39.	Managing stereotypes, gender role expectations, and understanding how to

	<p>(2) Loriann Roberson & Carol T. Kulik (2007). Stereotype threat at work. <i>Academy of Management Perspectives</i>, 21 (2), 24-40.</p> <p>(3) E. Castilla, 2016. “Achieving meritocracy in the workplace” (Course Reserves)</p> <p>Case: Take a couple implicit bias tests: https://implicit.harvard.edu/implicit/</p> <p>Video in Class, Brown Eyes/Blue Eyes</p> <p>SKIM Starbucks Bias Training Team Guidebook</p>	<p>combat the influence of stereotypes and bias in the workplace</p> <p>Who Am I Exercise Part 3</p> <p>Getting to know you exercise?</p>
<p>Saturday February 16 Thursday April 25 Equality of opportunity</p>	<p>(1) J. C. Williams, M. Multhaup, & S. Mihaylo, 2018. “Why companies should add class to their diversity discussions”</p> <p>(2) J. C. Williams (2006). One sick child away from being fired: When opting out is not an option. <i>UC Hastings College of the Law: Center for Work Life Law</i>, p. 3-7 and p. 25-36.</p> <p>(3) E. McCarthy 2016. She famously said that women can’t have it all. Now she realizes that no one can. <i>The Washington Post</i></p> <p>CASE: Ann Hopkins, Heidi Roizen/Howard Roizen, Managing Diversity and Inclusion at Yelp</p>	<p>Gender issues, motherhood penalty, class issues, getting to 50-50, part-time partner example – make it a discussion/exercise in class</p> <p>Speaker on this day? Maybe Susan</p>
<p>Saturday February 25 Thursday May 2 Exploring best practices and policies for managing diversity</p>	<p>(1) R. Ely, M.N. Davidson, & D. Meyerson, 2006. “Rethinking political correctness”</p> <p>(2) F. Dobbins, A. Kalev 2016. Why diversity programs fail and what works better. HBR</p> <p>(3) Mentorship, sponsorship, feedback across boundaries – wise mentoring?</p> <p>Presentations from the students on group projects</p>	<p>6 Steps</p> <ol style="list-style-type: none"> 1. Educate 2. Establish Clear Criteria for Evaluation 3. Scrutinize your criteria 4. Hold Decision-makers accountable 5. Be Transparent 6. Vouch for confidence of women leaders

“Diversity Audit” Group Project

For this project, you will work in groups. The instructor will assign you to groups of three.

The project will involve performing an informal diversity audit of 2-3 organizations you are familiar with, comparing the similarities and differences in their strategies and processes and making recommendations for improving the organizations’ management of diversity.

You will be assigned on day 2 of class and will be given some time in class to discuss the organizations you will compare and contrast. You might find it helpful to talk to people in the organization with whom you can discuss diversity issues. However, in some cases, it may be possible to complete the project with your own insights and publicly available information about the organization.

The project will involve applying concepts covered in the class to analyze and constructively compare and contrast the organizations you have chosen. Depending on your interests, you may choose to focus on certain types of diversity within the organization (e.g., gender equity), diagnosing and posing resolutions for specific tensions currently evident within the organizations (integrating cultural diversity in a global environment), or evaluating the organizations diversity policies and practices (e.g., hiring and promotion, participation in decision-making).

The first step will be to gather information about the organization you choose. Be creative. Some information (e.g., policy statements) may be readily available from the company’s website. More in depth information may come from personal discussions with managers and/or other employees, requesting quantitative data from the organization’s HR department (e.g., the number of EEOC-related complaints over the years, the demographic composition of the organization over time, the presence and number of affinity groups, etc.), and analyzing the organization’s written materials related to diversity (e.g., mission statements, diversity definitions, PR materials, etc.). What is actually available publicly? What does this compare to other organizations? What does this say about the firm?

You might want to choose a firm you are interested in working at or one that you have worked for in the past. You might also choose a non-profit organization, your alma maters, or even Columbia University.

In the last part of this project, your group will formulate recommendations to the organizations based on your learnings.

Each group will be responsible for preparing a written report on their chosen organizations. The report should provide an analysis of the way diversity operates in the organizations, comparing and contrasting the organizations on as many dimensions as possible. Reports should be approximately 5-6 double-spaced pages in length.

Group Presentation:

During Week 6, each group will make a 10-minute powerpoint presentation followed by 10 minutes of discussion. The presentation should focus on the most important results from your diversity audit. Each group member should have an equal amount of floor time during the presentation and be prepared to answer questions.

Grading of Project: Group Presentation 35% Written Report 65%