

Northwestern

Kellogg
School of Management

**BEYOND DIVERSITY:
THE FUNDAMENTALS OF INCLUSIVE LEADERSHIP**

MORS 462

SYLLABUS

PROFESSOR NICHOLAS A. PEARCE, PH.D.

@NAPPHD

FALL 2021

FIRST FIVE WEEKS / SECOND FIVE WEEKS



DEPARTMENT OF MANAGEMENT & ORGANIZATIONS (MORS)

MORS 462: BEYOND DIVERSITY: THE FUNDAMENTALS OF INCLUSIVE LEADERSHIP

Fall 2021 • First Five Weeks (Section 41) / Second Five Weeks (Section 42)

Tuesday afternoons 1:30-4:30 PM CT

Evanston Campus • Kellogg Global Hub L070

FIRST CLASS MANDATORY

PROFESSOR:

Nicholas A. Pearce, Ph.D. (@napphd)

n-pearce@kellogg.northwestern.edu

Office hours: Weekly for 30 minutes after class + virtual meetings by appointment

COURSE OVERVIEW

Modern leaders find themselves at a critical moment in human history in which workplaces, marketplaces, and communities are rapidly becoming ever more diverse - on multiple dimensions. Though this reality is often met with fear, anxiety, and confusion, the fact remains that diversity is here to stay. Knowing why and how to harness the power of human difference to facilitate human flourishing is a critical competency for leaders. This five-week course introduces students to the challenges and opportunities of diversity and provides evidence-based insights and practical strategies for how to accelerate full inclusion & belonging as a pathway to sustainability and competitive advantage. By engaging students in intense discussion-based and experiential learning, this survey course equips students with fundamental insights and tools for successfully building and leading organizations that are diverse, equitable, inclusive, and just.

COURSE FORMAT & ATTENDANCE POLICY

In each session, we will focus on a different dimension of the cross-cultural competence and organizational intelligence needed to lead & manage diverse organizations in the multicultural marketplace, starting with your personal diversity journey as an individual, scaling up to the level of teams, organizations, markets, and society. This course is built on the philosophy that we learn from one another – consequently, there will be a strong emphasis on actively engaging in self-reflection, discussing assigned readings and real-world scenarios, sharing experiences, and participating in experiential learning exercises.

Discussions regarding sociocultural diversity often address topics that can engender a degree of controversy and disagreement, and challenge group members to stretch beyond their comfort zones. This is normal and should be expected within the context of our course. Your learning and that of your classmates will be enhanced by **your** willingness to honestly share your perspectives & experiences as you also actively listen to those of others. I respect – and expect everyone else to respect – the diversity of viewpoints that you will have to share on these topics. In the end, the success of the class depends on your willingness to thoughtfully, respectfully, and actively engage in these difficult conversations.

Because this course relies so extensively on the consistent active engagement of the entire class, it is absolutely imperative that you attend all five class sessions. The first class is mandatory and there is a strict no-miss attendance policy – missing 20% of the course (one session) is unacceptable. **If you miss one class, the highest grade you can earn in the course is a C; if you miss two classes, you will fail the course.*** Moreover, this course does not offer a pass/fail option, as there is no way to get the true value out of the course unless you fully invest yourself in it – both inside and outside of the classroom.

*Exceptions may be made in truly extreme circumstances, such as a major unexpected health challenge, but only if (1) it is clear that you simply had no other choice than to miss class and (2) you provide clear documentation of the extreme circumstances. In fairness to all, the standard for making an exception is very high.

OFFICE HOURS

One of my favorite privileges as one of your professors is to be available beyond our class time to support your learning and development outside of the classroom. Instead of scheduling a single office hour which may work well for some but not for others (depending on time zone or other commitments), I will be happy to meet with you (as individuals or small groups) by appointment. In addition, I am readily available to chat with you for a few moments after each class session. Beyond the duration of our course, I am delighted to stay connected with you via e-mail and social media.

COURSE MATERIALS

All assigned readings can be found either in the Study.net course reader or our Canvas course page. We have split the readings in this way to save on course reader costs for you. **Readings that are in the Study.net course reader are denoted (SN), readings available for immediate download on our Canvas site are denoted (C), and bonus readings that have been curated for you to independently access have been denoted (BR).** Personally-inscribed copies of Professor Pearce's book, *The Purpose Path*, are available upon request.

You should come to each session prepared to summarize key points from the readings and to actively contribute to the conversations and experiential exercises. As you complete each reading, ask yourself:

- *What* are the key concepts/principles?
- *So what?* How and why does this matter for leaders? For organizations? For society?
- *Now what?* How can I apply these insights on my leadership journey?

RECORDINGS & COURSE MATERIALS POLICY

It is a Kellogg Honor Code Violation to video or audio record class lectures, class materials, office hour visits, or other course-related information or to acquire recorded course information for private use or public posting. In addition, NU policy states that students are prohibited from recording class sessions. Students are prohibited from distributing class recordings or class materials. Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and violates University policy and laws. Students requesting the use of assistive technology as an accommodation should contact AccessibleNU. Unauthorized use of classroom recordings – including distributing or posting them – is prohibited. Under the University's Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be penalized.

EVALUATION

Your performance in this course will be based upon the following four components:

CLASS CITIZENSHIP (10%) – Each class session will begin promptly at the start time – your on-time attendance, full preparedness, and complete engagement are both expected and appreciated by your classmates and your professor. In each session, you should be prepared to discuss the readings and/or case(s), share your ideas, and thoughtfully interpret & engage the insights and issues presented by others. Your on-time attendance to all class sessions and the consistency & quality of your contributions are vital to everyone’s learning experience and will factor into the evaluation of your performance in this class.

In a class like this, it is not always possible to call on every person who would like to speak. If you have a question for which we may not have sufficient in-class time that you would like to discuss further, you can always reach out to the teaching team. However, when you are called upon, your contribution to class discussions will be evaluated more by the *quality* of your comments than their sheer *quantity*. Quality comments often possess one or more of the following:

- Offer a relevant perspective with clear reasoning & careful analysis.
- Apply the theory and concepts offered in the readings and lectures correctly.
- Advance the discussion forward by building on previous contributions with original insights and/or **powerful, provocative questions** – do not merely restate points already made by others.

DIVERSITY REFLECTION ESSAYS (30%) – An important objective of this class is to bridge the gap between theory and practice. Translating insight into action is not always easy but is essential for effective leadership. In order to facilitate this, you will be asked to complete three “Diversity Reflection Essays.” These individually-authored essays will be of 1-2 pages in length (12-pt. font size, double-spacing, and 1” margins) and will ask you to reflect on the readings and in-class discussion of the previous class by sharing your key takeaways, “aha” moments, as well as your thoughts on how you can apply these lessons to your own practice of leadership. These short essays will be graded on a check-plus, check, check-minus basis. Outstanding essays will go beyond a simple restatement of the in-class highlights/summary of readings to demonstrate a nuanced synthesis of the ideas and a thoughtful explanation of how they can/will be applied to your life and leadership. An additional benefit of these assignments is that they will help you to reflect upon, internalize, and deepen your understanding of key course concepts and how to apply them as you prepare for your final course deliverables.

Each of the three essays will be **due** via Canvas at the beginning of the following classes:

- Diversity Reflection Essay #1 (*based on Session 1*): Session 2
- Diversity Reflection Essay #2 (*based on Session 2*): Session 3
- Diversity Reflection Essay #3 (*based on Session 3*): Session 4

CROSS-CULTURAL COMPETENCE GROWTH PLAN (20%) – This course is predicated on the belief that you can grow in your cross-cultural competence. Throughout the course, I would like you to record growth goals in relationship to the content areas we discuss in class and those covered in your Intercultural Development Inventory (IDI) report. This assignment is comprised of a two-page essay capturing your key takeaways and lessons learned from the class along with a 1-2 page to-do list of actions that you can and will take to make yourself a more culturally-competent collaborator and leader. I would like you to prepare and submit that essay and “to-do” list – your “Cross-Cultural Competence Growth Plan,” prioritized and dated. This means that you should have identified not only what you will do, but also when and how you will do it. This exercise is mostly for you, but it will also help me see how you are converting the course content into a real action plan for your own growth as a leader.

Your Growth Plan is **due** via Canvas **no later than 11:59pm CT (Chicago time) on the Friday evening of the final week of class.**

DIVERSITY, EQUITY, AND INCLUSION (DEI) CAPSTONE PROJECT (40%) – This final project will provide an opportunity for you to collaborate with a small team of your classmates to perform a “DEI audit” of an organization of your choice (perhaps a firm at which you are interested in working, one at which you have worked in the past, your alma mater, or even the Kellogg School), **particularly focusing on issues related to the workforce and workplace, though you are welcome to investigate marketplace / community-related issues.** That is to say, your focus should be on issues related to talent/workers, though there may be implications for other stakeholder groups, including customers or the broader community. This project will give you the opportunity to deeply investigate the current state of diversity, equity, and inclusion in the organization, applying the concepts covered in this course to assess and analyze related challenges and opportunities and formulate a set of specific, actionable recommendations providing sound advice to the organization based on your learnings. The final product of your research project will be an audio-narrated, 10-minute PowerPoint presentation, including the voices of each member of the team in the narration. Tips for PPT audio recording are available on Canvas.

The first step will be to gather information about your chosen organization. *You must identify the company by name.* Some information (e.g. policy statements, diversity pledges) may be publicly available on the company’s website. More in-depth information may come from personal discussions with executives, managers, and/or other employees, requesting data from the organization’s HR department (e.g. the number of discrimination complaints over the years, the demographic composition of the organization over time, the organization’s DEI strategy), and analyzing the organization’s written materials related to diversity, equity, and/or inclusion (e.g. mission statements, PR materials, social media statements). Each project should plan on incorporating findings from at least one key-leader interview in your organization of study. Pay attention to what information is available publicly versus what must be gleaned privately. What does this say about the organization? **Whatever you do, be creative and be sure to cite your sources in your presentation, including a reference slide at the end of your PowerPoint deck.**

The last part of the project will feature your recommendations to the firm based on your learnings. Your recommendations should be specific, actionable, and evidence-based. It is important to justify your stance with evidence and ensure that your recommendations flow naturally from your research. Be sure to incorporate content we have covered in class, including assigned readings/podcasts. You may also include other evidence-based recommendations that we have not discussed in class, citing your sources.

Successful projects have followed this general outline:

- First 30-60 seconds: Compelling intro and brief profile of the organization
- Next 4-5 minutes: Overview of your research on the state of the firm’s workforce & workplace DEI
- Next 4-5 minutes: Recommendation Plan & Conclusion

Your presentation will be graded on the following four criteria:

- **Depth of analysis:** In-depth research with compelling insights that build a case for the recommendations offered by the team.
- **Integration of course content:** Excellent command of related course content (in-class discussions and assigned readings) to support research and recommendations.
- **Quality of recommendations:** Interesting, research-aligned, justifiable recommendations offered with clear understanding of the implications and possible alternatives.

- **Professionalism and stickiness:** Well-organized and logical flow with clear thesis; research and recommendations presented in an engaging, memorable manner with appropriate grammar, spelling, punctuation, and formatting, *and* following timing and narration guidelines.

Note: Each team must select a different firm, so you will want to have your plan approved as soon as possible.

This final project is an important exercise to further solidify the lessons learned from the course and lay an important foundation for you beyond the course. **Your audio-narrated presentation should be completed using PowerPoint only and be approximately 10 minutes in length. It is due via Canvas by 11:59pm CT (Chicago time) on the Wednesday evening of the week after our last class session.** Be sure to allow sufficient time to submit your assignment as these files are large and uploading can be slow over wireless connections or from off-campus locations. Extension requests will not be granted except in only the most extreme of circumstances.

In the interest of equity, you are also asked to submit the evaluation form (at the end of the syllabus) to evaluate the performance of each of your team's members (including yourself).

CONSIDERATIONS FOR OUR CLASS COMMUNITY

The Kellogg Honor Code and Kellogg Code of Etiquette both fully apply to this course and represent our shared set of community expectations and values to promote the optimal learning environment for everyone in our School. Academic dishonesty on any submitted work will be reported to the Dean's Office and will result in a failing grade.

Moreover, your fellow classmates and I expect you to:

- Be present, well-prepared, and actively participating for each class session.
- Engage actively and thoughtfully in all class discussions and exercises.
- Not sabotage your colleagues' learning experience by discussing your prior knowledge of any cases/exercises with other students, showing confidential role information to others before/during exercises, and/or not fully engaging in exercises.
- **Not communicate with others (*outside of your section*) regarding your experience with course cases/exercises – this would constitute a Kellogg Honor Code violation.**
- Not borrow/share notes, handouts, cases, or exams from/with people outside of this class.
- Not use electronic devices during class for unauthorized or non-class-related purposes.
- **Not use course handouts, exercises, cases, discussion questions, presentation slides, or any other materials used in this class for purposes other than this class without the express written consent of the professor.**

ACCESSIBILITY – Any student requiring accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu or 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

ADDITIONAL RESOURCES – Students can find useful resources for safety and security, academic support, and mental and physical health and well-being on the NU help [website](#) and [app](#).

Who Am I?: Exploring the Power of Authenticity

Tuesday, September 21 / October 26 • 1:30PM – 4:30PM CT

Session 1

Objectives:

- Learn the historical evolution of the case for diversity & inclusion in the USA & globally
- Understand the complex interplay between social identity and self-presentation for leaders
- Discuss course objectives, philosophy, format, and evaluation criteria

Required Reading:

- *Diversity Still Matters* (Dolan, et al., 2020) (C)
- *How to Make Room in Your Work Life for the Rest of Your Self* (Barker Caza, et al., 2018) (SN)
- **CASE:** *Is A Promotion Worth Hiding Who You Are?* (Ramanna, 2015) (SN)

Bonus Reading:

- *Diversity & Authenticity* (Phillips, Dumas & Rothbard, 2018) (BR)
- *How Diversity Makes Us Smarter* (Phillips, 2014) (C)
- *How to Show White Men That Diversity and Inclusion Efforts Need Them* (Zheng, 2019) (BR)
- *The Case for Improving Work for People with Disabilities Goes Way Beyond Compliance* (Sherbin & Taylor Kennedy, 2017) (BR)
- *The Business Case for More Diversity* (Holger, 2019) (C)



Who Are They?: Developing Cross-Cultural Agility

Tuesday, September 28 / November 2 • 1:30PM – 4:30PM CT

Class 2

DUE TODAY: (1) Diversity Reflection Essay #1 & (2) Intercultural Development Inventory (IDI)

Objectives:

- Learn frameworks for comparing & contrasting cultures and diagnosing cultural differences
- Learn how to collaborate more effectively with people from different cultures
- Gain insight into how cross-cultural (in)competence impacts global business

Required Reading:

- *Building Better Global Managers* (Rifkin, 2006) (SN)
- *Navigating the Cultural Minefield* (Meyer, 2014) (SN)

Bonus Reading:

- *Voices from the Front Lines* (Minguet et al., 2014) (BR)
- *Lost in Translation* (Trompenaars & Woolliams, 2011) (BR)
- *How Multinationals Can Help Advance LGBT Inclusion Around the World* (Glasgow & Twaronite, 2019) (BR)
- *The Intercultural Development Inventory* (Hammer, 2009) (C)

Special note:

- An optional group IDI debrief will be held next Tuesday @ 12pm CT



Who Is Us?: Leading for Inclusion & Equity

Tuesday, October 5 / November 9 • 1:30PM – 4:30PM CT
Class 3

TODAY: Optional large-group IDI de-brief @ 12pm CT

DUE TODAY: (1) Diversity Reflection Essay #2

DUE TODAY: (2) Social Identity Survey

DUE TODAY: (3) [Implicit Association Test \(IAT\)](#) (Gender-Career, Age, Sexuality, and Race)

Objectives:

- Discuss the nature and impact of bias on individuals, teams, and organizations
- Learn strategies for practicing conscious inclusion in teams and organizations

Required Reading:

- *We Just Can't Handle Diversity* (Burrell, 2016) (SN)
- *Designing a Bias-Free Organization* (Bohnet & Morse, 2016) (SN)
- *Buried Prejudice* (Carpenter, 2008) (C)

Bonus Reading:

- *Why Companies Should Add Class to Their Diversity Discussions* (Williams, et al., 2018) (BR)
- *Moving Beyond Diversity Toward Racial Equity* (Hecht, 2020) (BR)
- *The Measuring Sticks of Racial Bias* (Mullainathan, 2015) (C)
- *The Truth about Anti-White Discrimination* (Payne, 2019) (C)
- *Women Rising: The Unseen Barriers* (Ibarra et al., 2013) (BR)
- *Defining Racism Safely: The Role of Self-Image Maintenance on White Americans' Conceptions of Racism* (Unzueta & Lowery, 2008) (C)

Reminder:

- Optional IDI de-brief today @ 12:00pm CT



How Do We Fix It?: Building a Comprehensive DEI Strategy

Tuesday, October 12 / November 16 • 1:30PM – 4:30PM CT

Class 4

DUE TODAY: Diversity Reflection Essay #3

Objectives:

- Learn about the strategic approaches that organizations use to foster workforce diversity & leverage difference as a source of sustainable competitive advantage
- Understand the impact of diversity, equity, & inclusion in organizations on firm strategy, organizational performance, and market leadership

Required Reading:

- *Why Diversity Programs Fail* (Dobbin & Kalev, 2016) (SN)
- *Numbers Take Us Only So Far* (Williams, 2017) (SN)
- **CASE:** *Trust the Algorithm or Your Gut?* (Polzer, 2018) (SN)

Bonus Reading/Listening:

- *Diversity as Strategy* (Thomas, 2004) (SN)
- [I'm Looking for Systemic, Permanent Change Now](#) (Pearce & Clarke, 2020) (podcast)
- *Looking for "5 Quick Tips" to Build an Inclusive Organization? You're on the Wrong Track* (Pearce & Ramey, 2020) (C)
- *One Thing Your Company Can Learn from Google's Diversity Debacle* (Halter, 2017) (C)
- *Hacking Tech's Diversity Problem* (Williams, 2014) (BR)



Just How Far Should We Go?: Embracing the Justice Imperative

Tuesday, October 19 / November 30 • 1:30PM – 4:30PM CT

Class 5

DUE THIS FRIDAY: Cross-Cultural Competence Growth Plan

DUE NEXT WEEK ON WEDNESDAY: Diversity & Inclusion Capstone Project

Objectives:

- Learn about the impact and future of D&I in organizations from current executives
- Synthesize key learnings from the course & plan action steps for continuing development
- Discuss concrete steps you can take to advance the work of diversity & inclusion in teams, organizations, and society

Required Reading:

- *Move Beyond the Business Case for Diversity* (Morgan Roberts, 2020) (C)
- *Letter from Birmingham Jail* (King, 1963) (C)
- *Great Leaders Who Make the Mix Work* (Groysberg & Connolly, 2013) (SN)

Bonus Reading/Listening:

- *African-American Inequality in the United States* (Hammond, et al., 2020) (C)
- *We're Entering the Age of Corporate Social Justice* (Zheng, 2020) (BR)
- *The Purpose Path: A Guide to Pursuing Your Authentic Life's Work* (Pearce, 2019) (book)



About Dr. Nicholas Pearce



A scholar, speaker, entrepreneur, and pastor, Dr. Nicholas Pearce is an award-winning professor of management and organizations at the Northwestern University Kellogg School of Management, the founder and chief executive officer of The Vocati Group, a boutique global management consultancy, and assistant pastor of Chicago's historic, 12,000-member Apostolic Church of God. He is the author of *The Purpose Path: A Guide to Pursuing Your Authentic Life's Work* (St. Martin's Press).

An internationally recognized thought leader on values-driven leadership and organizational transformation, Dr. Pearce is a trusted adviser, executive coach, and sought-after speaker for corporations, social impact organizations, communities of faith, and governments on six continents.

Among his speaking and consulting clients are AbbVie, Archdiocese of Chicago, Aspen Institute, The Capital Group, Chicago Public Schools, Chicago Urban League, Echo, The Episcopal Church, Exelon, Facebook, Google, Greater Chicago Food Depository, Hearst, Hyatt, JPMorgan Chase, KIPP, KPMG, McDonald's, Morningstar, NASA, Nike, PepsiCo, Ronald McDonald House Charities, Teach for America, U.S. Department of State, U.S. Olympic Committee, Whirlpool, and Willow Creek. His thought leadership has been featured in respected global media outlets including ABC News, *The Atlantic*, *Bloomberg Businessweek*, CBS Evening News, *Chicago Tribune*, *Christianity Today*, CNN, Discovery Channel, *Fast Company*, *Forbes*, *Fortune*, *Harvard Business Review*, iHeart Radio, *New York Times*, *Newsweek*, NPR, *Time*, *U.S. News & World Report*, Univision, *UrbanFaith.com*, *The Wall Street Journal*, and *Washington Post*.

Celebrated for his leadership and scholarship, Dr. Pearce has been a Leadership Greater Chicago Fellow since 2015 and has also been named Kellogg's MSMS Professor of the Year, a Galbraith Scholar by Harvard University's Kennedy School of Government, a Public Voices Fellow by The OpEd Project, and one of Chicago's *40 Game Changers (under 40)* by WVON/Ariel Investments. He has also been honored by the Congressional Black Caucus Foundation, Mustard Seed Foundation, National Black MBA Association, and Union League Club of Chicago, among other notable institutions.

Committed to community impact, Dr. Pearce serves as a trustee of the Chicago Children's Museum, the Field Foundation, Fuller Theological Seminary, McCormick Theological Seminary, and the Seminary Co-Op Bookstores. Previously, Pearce served as a board member of Access Community Health Network, the Chicago Community Trust African American Legacy Fund, and the Harvey Fellows Advisory Board.

Dr. Pearce holds M.S. and Ph.D. degrees from the Kellogg School of Management at Northwestern University, the M.A. in the Theology from Fuller Theological Seminary, and the S.B. in Chemical Engineering & Management from Massachusetts Institute of Technology, with a concentration in Religious Studies earned in conjunction with Harvard Divinity School. Before coming to Kellogg, Pearce worked in Deloitte Consulting's human capital practice.

A Chicago native, Dr. Pearce resides in his hometown with his wife, Tammy, son, Nolan, and dog, Baxter.

TEAM EVALUATION

Please use this form to evaluate all of the members of your team, **including yourself**, based on your Diversity & Inclusion Capstone Project and any other group work done together throughout this course.

Evaluate each person on (1) the quality of his/her contribution(s), (2) their dependability/reliability, and (3) the extent to which they demonstrated leadership/initiative using the *comparative* scale below.

Please submit this group evaluation via Canvas no later than the due date of your final project.

Do not forget to include yourself!

SCORE	QUALITATIVE DESCRIPTION
-1	Efforts were clearly not up to par with the other team members
-0.5	Efforts were somewhat less substantial than most of the other team members
0	Efforts were about equal to most of the other team members
+0.5	Efforts were somewhat more substantial than most of the other team members
+1	Efforts were exceptionally above & beyond the other team members

Team Member Name	Quality of Contribution	Dependability	Leadership