

**Case Western Reserve University
Weatherhead School of Management**

**MPOD 440A&B
Inclusive Leadership in a Global Context
Summer and Fall 2021**

Class Sessions

Friday 18 June 2021, 9:00am-5:00pm (Remote)
Sunday 27 June 2021, 9:00am-5:00pm (Remote)
Friday 27 August 2021, 9:00am-5:00pm (Remote)

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Office Hours: By Appointment

Course Objectives

The purpose of this course is to help you understand the organizational development and change issues relevant to the effective practice of inclusive leadership in a global context, and through this understanding, to help you enhance your own self-knowledge, practices, and capabilities. We will examine the methods, challenges, and frontiers of organizational diversity and inclusion through application of concepts to contemporary examples and case studies. Student teams will conduct an in-depth project studying an individual, organization, or societal issue relevant to inclusive leadership.

The course aims at answering questions such as: Who are inclusive leaders? What is the relationship between diversity and inclusion? How do inclusive leaders think and act? How do global leaders develop an inclusive identity? What competencies do leaders need to lead effectively in a changing and global world? What are the benefits of diversity and inclusion to organizations? What are recent trends in the practices of diversity and inclusion in global businesses? How do inclusive leaders understand their own implicit biases and promote the recruitment, advancement, retention, and thriving of diverse leaders, including women and minority group members? What gender-based workplace issues constrain the achievement and thriving of women in organizations? What are the intersectional experiences of people of color in workplaces? What can organizations and change leaders do to provide diverse employees with opportunities to excel, and how can their career advancement and leadership development be facilitated?

In this highly experiential course, you will further develop the emotional and social intelligence competencies and multi-cultural skills needed to work in and lead diverse, global organizations. The course will facilitate the development of personal efficacy for working with and supervising diverse others – those from different nations/cultures, races/ethnicities, genders, age groups, religions and lifestyles who may have different values, perspectives, approaches, and abilities. As you gain self-awareness of the impact of your own identity, you will clarify your own approaches and styles and become more authentic as a leader and change agent. You will also develop practical knowledge about enabling team cultures of engagement and inclusion.

The objectives of the course are to:

1. Gain a thorough understanding of the basic principles, tenets, and practices of inclusive leadership in a diverse and global context to prepare yourself to be a leader, team contributor, and change agent.
2. Develop self awareness of the impact of your own identity on your leadership of others, gain knowledge about creating inclusive team cultures, and enhance how to engage others positively.
3. Understand the dynamics and experiences of women and minority group members (e.g., racial/ethnic minorities, transgender individuals, persons with disabilities) in organizations, and broaden your knowledge of the interpersonal, organizational, and societal structures and processes impacting them in organizations.
4. Develop familiarity with the challenges, dilemmas, methods, and frontiers of inclusive leadership through the study of an individual, organizational, or societal case study.
5. Facilitate integration of your personal experiences and thoughts as well as current thinking about inclusive leadership into a useful framework that guides your personal actions and enhances the development of professionalism, courage, integrity, and responsibility.

Grading

The final grade will comprise of the following.

(1) <i>Inclusive Leadership Presentation Plan (Team)</i>	5%
(2) <i>Inclusive Leadership Presentation (Team)</i>	40%
(3) <i>Team Member Contribution to Presentation (Team)</i>	10%
(4) <i>Inclusive Leadership Praxis Paper (Individual)</i>	40%
(5) <i>Class Attendance and Participation (Individual)</i>	5%

Course Methods and Requirements

Learnings from the course will occur from the following methods:

Required Readings

You are expected to complete all the required reading assignments for each class meeting as per the course outline attached. Required and optional readings are posted on Canvas or available through CWRU's digital library. Readings can be accessed for your personal use through the "Business Source Complete" database in CWRU Digital Library Research Resources (<https://researchguides.case.edu/az.php?a=b>). A CWRU ID is required to access these resources. In order to access these readings off-campus, you will first need to download and install the Virtual Private Network (VPN) Client available at <https://vpnsetup.case.edu/>. Once you sign on to VPN, you can access CWRU's digital library resources to download the readings. Detailed directions to download the full *Harvard Business Review* articles from off-campus are provided

on Canvas under the Announcements tab. If you have any trouble accessing the readings, please contact the instructor. Additional readings and case studies may be handed out in class or uploaded to Canvas, as appropriate.

Class Attendance and Participation

Since the entire course will be completed over three full-day class meetings, attendance and full engagement during these sessions is critical and expected. If for some reason you have to miss any one of the class sessions, you have the choice of (a) completing a make up assignment (a short paper based on the readings) addressing the materials and topics covered during the missed session, or (b) having your final grade lowered by one letter grade. Please let me know in advance and I will email you instructions for the make-up assignment for any missed session. Class participation refers to the quality of your participation in class activities (e.g., integration and application of readings and course materials, constructiveness of verbal contributions, active participation in small group work, completion of exercises, and attendance) and to the demonstration of behaviors likely to enhance our class as a learning community (e.g., pro-activity, respect for others, collaboration, developmental assistance to other students).

Inclusive Leadership Team Presentation Plan (Team)

In this 1-2 page team plan, discuss the topic and plan of activities for your Inclusive Leadership Team Presentation. Discuss why this topic is important, the activities you plan to undertake for this project, and approximate deadlines. Please include (a) the topic and why it is important, (b) the overall framework or approach your team will adopt to investigate the topic, (c) background research you will undertake (cite any initial sources, if possible), (d) any observational activities, interviews and/or surveys of relevant stakeholders that you plan to undertake to inform you about the topic, and (e) preliminary ideas for how you will engage the audience about your topic. Please submit your plan via Canvas.

Inclusive Leadership Team Presentation (Team)

Drawing on course materials and readings, the Internet, and other sources, teams of 5-6 students may choose any topic relevant to our course to present in Class Session 3 via an interactive presentation and class discussion. For example, your team may present and engage the class in discussion about:

- A current issue pertinent to the topic of diversity and inclusion (e.g., a recent event or hashtag or movement, or a recent lawsuit or ruling, or an issue that is relevant to the lives and work of team members). Here you would discuss the history, facets, challenges, nuances, and outcomes of the issue, and how it has played out over time.
- The inclusive leadership of a current global CEO or senior executive—their behaviors and impact on others. Here you would discuss their family background/identity, career history, inclusive leadership philosophy, key values, vision, core strengths, inclusive leadership presence and style, examples of inclusive leadership courage and integrity, career effectiveness, and organizational outcomes.
- A case study of a global organization's efforts to be more diverse and inclusive (e.g., to increase the proportion of women and minority group members on its board or senior management team). Here you would explore the initiatives and activities of the organization and its successes and challenges, their history of actions, stages of organization development they have experienced, outcomes, and future plans.

- Any other topic relevant to our course.

Each team of students will have 45 minutes in class to present their topic and engage the audience in discussion/Q&A about this topic. All team members are required to present. Please make this presentation interactive, engaging, and informative for the audience. Utilizing inclusive leadership approaches, share multiple perspectives and viewpoints about your topic so that the class is engaged with a comprehensive and inclusive view of the topic. Please also submit your presentation via Canvas (one submission per team).

Team Member Contribution to Inclusive Leadership Presentation (Team)

Each team member's contributions to the Inclusive Leadership Presentation will be discussed and evaluated by all team members. Criteria for the evaluation of team member contributions are posted on Canvas. Please submit your report via Canvas (one submission per team).

Inclusive Leadership Praxis Paper (Individual)

You are required to turn in a paper applying your learnings from the course to your personal behaviors and practices and to your inclusive leadership enhancement plan. The word *praxis* means "practical application or exercise of a branch of learning." It comes from a Latin word meaning "to do," or "to take action." This paper is termed a praxis paper because it is specifically designed to help you translate and integrate the course constructs into your personal development agenda. This is a reflective paper that will give you the opportunity to understand and apply the concepts to your own life and to create a plan for your continued development. In this paper, you will bring together your understanding of course concepts and further reflections on what you want to learn over the next era of your life. This paper should be about 12-15 double-spaced pages.

This paper has three parts. The first is your analysis and presentation of the vital components affecting inclusive leadership in a global context. The purpose of this first part of the paper is to demonstrate your familiarity and fluency with the core concepts discussed in the course. Drawing on course materials, readings, discussions, activities and your own experiences, discuss the key (about 4-5) elements of diversity, equity, inclusion, and inclusive leadership that you perceive are critical for leaders and change agents to understand and effectively practice. Please integrate the course readings and materials into this part of your paper. Some examples may be understanding your identity and gaining awareness of your implicit biases, overcoming stereotypes and barriers as a leader, gaining emotional strength and resilience in the face of unconscious biases, your own triggers and biases, demonstrating multi-cultural competence, demonstrating courage, integrity, and professionalism when faced with challenging choices, understanding gendered work and career paths, the double bind, gendered language, recognizing the impact of intersectionality, the glass cliff, gaining access to networks and sponsors, understanding the accumulation of disadvantage, facilitating the workplace inclusion of employees from minority groups such as transgender individuals and persons with disabilities, and creating/implementing workplace structures and practices that facilitate the career development and thriving of all employees. There may be other elements that are specifically relevant to your life and career. Think of this exercise as creating your own road map for demonstrating inclusive leadership. Be creative, engaging, and thorough in your presentation and your analysis. Make sure you define the concepts and provide examples and consequences

of them done well and not so well, from readings and your own experiences. End this section with a definition of what inclusive leadership means to you.

The second part of the paper is your individual assessment of how you “measure up” on the core components that you identified in the first part. Draw on your own experiences as well as any 360 degree feedback you may have received previously from others to illustrate your capabilities. This assessment should include your values and philosophy, your inclusive leadership strengths, your inclusive leadership integrity and courage, and any developmental areas.

The third part of the paper is your future vision and personalized development agenda for the development and enactment of inclusive leadership. This is a discussion of your strategy for becoming a more inclusive leader, particularly your development goals and objectives, and your strategies for achieving them. Some of these strategies would include individual strategies that you will practice in your everyday life and career, and others would be team and/or organizational strategies that you can see yourself initiating in the future. Your agenda should detail (a) the skills and competencies, (b) the relational networks, and (c) the work and life opportunities or activities in which you need to engage in order to demonstrate inclusive leadership as you’ve defined it.

Your paper will be graded on the thoroughness of your explanation and analysis of the concepts you have chosen and the thoughtfulness of your individual assessment and development agenda. Your paper will not be evaluated on the concepts you have selected, nor your particular values, vision or development agenda, only on the level of analysis and reflection you bring to the discussion. Hopefully this will be an exciting assignment for you. Understanding and applying inclusive leadership concepts to your life via an assessment of current capabilities, vision and values, and the creation of a personalized development agenda can be highly empowering. Think about the possibilities you face and the choices that you will make to develop and enact inclusive leadership. More details on this assignment will be provided in class. The criteria for evaluation of this assignment are posted on Canvas. Please submit your paper via Canvas.

Academic Integrity

All students in this course are expected to adhere to university standards of academic integrity. Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. This includes but is not limited to claiming others’ work as your own in a presentation, turning in written work that was prepared by someone other than you, and making minor modifications to the work of someone else and turning it in as your own. Ignorance will not be permitted as an excuse. If you are not sure whether something you plan to submit would be considered either cheating or plagiarism, it is your responsibility to ask for clarification. When your name appears on a group product for a class, you are responsible for the integrity of the work, even if you did not personally write the material. The Weatherhead Academic Integrity policy can be found at <http://intranet.weatherhead.case.edu/academics/policies/integrity.cfm>.

MPOD 440 - Friday 18 June 2021 (9:00am-5:00pm)
Inclusive Leadership

Required Readings:

- (1) Complete any two self-assessments at Harvard University's Project Implicit (Social Attitudes) <https://implicit.harvard.edu/implicit/>.
- (2) Deloitte University Press. 2016. The Six Signature Traits of Inclusive Leaders: Thriving in a Diverse New World.
<https://www2.deloitte.com/content/dam/Deloitte/au/Documents/human-capital/deloitte-au-hc-six-signature-traits-inclusive-leadership-020516.pdf>
- (3) Bilimoria, Diana. 2012. Inclusive Leadership: Effectively Leading Diverse Teams, Leadership Excellence, 13. [Posted to Canvas].
- (4) Groysberg, Boris & Katherine Connolly. 2013. Great Leaders Who Make the Mix Work: Twenty Four CEOs on Creating Diverse and Inclusive Organizations. Harvard Business Review, September: 69-76. <https://hbr.org/2013/09/great-leaders-who-make-the-mix-work>.
- (5) Tulshyan, Ruchika. 2020. How to be an Inclusive Leader through a Crisis. Harvard Business Review, April 10. <https://hbr.org/2020/04/how-to-be-an-inclusive-leader-through-a-crisis>.

What We Will Do in Class:

Course Overview and Introduction
Defining inclusive leadership
Ways to manage difference in organizations: compliance, diversity, equity, inclusion
The experience of inclusion
The business case for diversity and inclusion
Understanding your own identity
Identify teams for upcoming Inclusive Leadership Team Presentation

Optional Readings

- (1) Zanan, Noah & Shalett, Lisa. 2020. What Inclusive Leaders Sound Like. Harvard Business Review, November 19. <https://hbr.org/2020/11/what-inclusive-leaders-sounds-like>.
- (2) Heath, Kathryn & Brenda F. Wensil. To Build an Inclusive Culture, Start with Inclusive Meetings, Harvard Business Review, 2019. <https://hbr.org/2019/09/to-build-an-inclusive-culture-start-with-inclusive-meetings>.
- (3) McKinsey & Co. June 2020. Understanding Organizational Barriers to a More Inclusive Workplace. <https://www.mckinsey.com/business-functions/organization/our-insights/understanding-organizational-barriers-to-a-more-inclusive-workplace#>

- (4) Lee, Allan, Niels van Quaquebeke & Hannes Leroy. 2021. 3 Strategies to Reduce Bias in Leadership Assessments. *Harvard Business Review*, May 24. https://hbr.org/2021/05/3-strategies-to-reduce-bias-in-leadership-assessments?utm_source=ActiveCampaign&utm_medium=email&utm_content=A+moment+of+reflection&utm_campaign=LI+Newsletter%3A+Weekly+Wrap+May+28
- (5) Ferdman, Bernardo (2007). “Inclusion starts with knowing yourself”, *San Diego Psychologist*, 22 (4), 1, 5-6; “Self-knowledge and inclusive interactions”, *San Diego Psychologist*, 22 (5), 25-26; “The slippery slope of inclusion”, *San Diego Psychologist*, 22 (7), 17-22. [Posted on Canvas]
- (6) Browse through <https://www.catalyst.org/knowledge/topics/inclusive-leadership> and <https://www.catalyst.org/knowledge/break-cycle>.
- (7) McKinsey & Co. 2018. Delivering through Diversity. https://www.mckinsey.com/~media/McKinsey/Business%20Functions/Organization/Our%20Insights/Delivering%20through%20diversity/Delivering-through-diversity_full-report.ashx.
- (8) Ward, Laysha. 2020. What an Anti-Racist Business Strategy Looks Like. *Harvard Business Review*, 30 November. https://hbr.org/2020/11/what-an-anti-racist-business-strategy-looks-like?ab=hero-subleft-1&utm_source=ActiveCampaign&utm_medium=email&utm_content=Opening+the+gate+of+power&utm_campaign=LI+Newsletter%3A+Weekly+Wrap+Dec+4
- (9) Williams, Joan C., Denise Lewin Loyd, Mikayla Boginky & Frances Armas-Edwards. 2021. How One Company Worked to Root Out Bias from Performance Reviews. *Harvard Business Review*, April 21. https://hbr.org/2021/04/how-one-company-worked-to-root-out-bias-from-performance-reviews?utm_source=ActiveCampaign&utm_medium=email&utm_content=Let+s+talk+about+money&utm_campaign=LI+Newsletter%3A+Weekly+Wrap+April+22
- (10) Bourke, Juliet & Andrea Titus. 2019. Why Inclusive Leaders Are Good for Organizations, and How to Become One. *Harvard Business Review*, March 29. <https://hbr.org/2019/03/why-inclusive-leaders-are-good-for-organizations-and-how-to-become-one>
- (11) Shore, Lynn M., Jeanette Cleveland & Diana Sanchez. 2018. Inclusive Workplaces: A Review and Model. *Human Resource Management Review*, 28: 176-189. [Posted on Canvas]
- (12) Shore, Lynn M., Amy E. Randel, Beth G. Chung, Michelle A. Dean, Karen H. Ehrhart & Gangaram Singh. 2011. Inclusion and Diversity in Work Groups: A Review and Model for Future Research. *Journal of Management*, 37 (4): 1262-1289. [Posted on Canvas]

- (13) Prime, Jeanine & Salib, Elizabeth R. Inclusive Leadership: The View from Six Countries. 2014, Catalyst. <https://www.catalyst.org/knowledge/inclusive-leadership-view-six-countries>.
- (14) Lee Gardenswartz and Anita Rowe. 2003. The Global Diversity Desk Reference: Managing an International Workforce. San Francisco, CA: Pfeiffer.
- (15) Sylvia Ann Hewlett, Carolyn Buck Luce, and Cornel West. 2005. Leadership in Your Midst: Tapping the Hidden Strength of Minority Executives. Harvard Business Review, November: pp. 74-82. <https://hbr.org/2005/11/leadership-in-your-midst-tapping-the-hidden-strengths-of-minority-executives>.
- (16) Davidson, Martin N. How Hard Should You Push Diversity? Harvard Business Review, November 2012, pp. 139-143. <https://hbr.org/2012/11/how-hard-should-you-push-diversity>.
- (17) Ely, Robin J., Debra E. Meyerson & Martin Davidson. Rethinking Political Correctness. Harvard Business Review, September 2006, pp. 79-87. <https://hbr.org/2006/09/rethinking-political-correctness>.
- (18) Cook Ross, Inc. Proven Strategies for Addressing Unconscious Bias. CDO Insights, 2008, August 2, volume 5. <https://www.cookross.com/docs/UnconsciousBias.pdf>.
- (19) Mor-Barak, M. E. 2005. Managing Diversity: Toward a Globally Inclusive Workplace. Thousand Oaks, CA: Sage.
- (20) Jeanne C. Meister and Karie Willyerd. 2010. The 2020 Workplace: How Innovative Companies Attract, Develop, and Keep Tomorrow's Employees Today. Harper Business, New York.
- (21) Cox, Taylor Jr. & R. L. Beale. 1997. Developing Competency to Manage Diversity: Readings, Cases and Activities by San Francisco: Berrett-Koehler.
- (22) Slater, Stanley F., Robert A. Weigand & Thomas J. Zwirlein. 2008. The Business Case for Commitment to Diversity. Business Horizons, 51: 201-209. [Posted on Canvas]

Optional Activity

- (1) Undertake the 21 Day Racial Equity and Social Justice Challenge individually or with colleagues/friends. <https://www.ywcaofcleveland.org/21-day-race-equity-challenge/>.

MPOD 440B – Sunday 27 June 2021 (9:00am-5:00pm)
Gender-Based Workplace Issues

Required Readings:

- (1) Hazel McLaughlin, Jo Silvester, Diana Bilimoria, Sophie Jané, Ruth Sealy, Kim Peters, Hannah Möltner, Morten Huse, Juliane Göke. (2018). Women in Power: Contributing Factors that Impact on Women in Organizations and Politics; Psychological Research and Best Practice. Organizational Dynamics, 57: 189-199. [Posted to Canvas]
- (2) Chang, Edward H. & Katherine L. Milkman. (2020). Improving Decisions that Affect Gender Equality in the Workplace. Organizational Dynamics, 49. [Posted to Canvas]
- (3) Eagly, Alice H. & Linda L. Carli. Women and the Labyrinth of Leadership, Harvard Business Review, September 2007, 85, 9: 62-71. <https://hbr.org/2007/09/women-and-the-labyrinth-of-leadership>
- (4) Ibarra, Herminia, Robin Ely & Deborah Kolb. Women Rising: The Unseen Barriers, Harvard Business Review, 2013, 61-66. <https://hbr.org/2013/09/women-rising-the-unseen-barriers>
- (5) Erskine, Samantha, Archibold, Estelle & Bilimoria, Diana. (2020). Afro-Diasporic Women Navigating the Black Ceiling: Individual, Relational, and Organizational Strategies. Business Horizons. [Posted to Canvas]
- (6) Erskine, Samantha & Bilimoria, Diana. (2019). White Allyship of Afro-Diasporic Women in the Workplace: A Transformative Strategy for Organizational Change. Journal of Leadership & Organization Studies, 26, 3: 319–338. [Posted to Canvas]
- (7) Robinson, Michael J., van Esch, Chantal & Bilimoria, Diana. (2017). Bringing Transgender Issues into Management Education. Academy of Management Learning & Education, 16, 2: 300-313. [Posted to Canvas]

Assignments:

- (1) ***Inclusive Leadership Team Presentation Plan – Due July 23, 2021*** (upload to Canvas).

What We Will Do in Class:

Gender as a lens for understanding organizational dynamics
The complex factors influencing women’s achievement and thriving
Stereotypes and perceptions of women leaders
Intersectionality of gender, race/ethnicity, age, etc.
Understanding the experience of transgender employees
Inclusive leadership strategies for women in organizations

Optional Readings:

- (1) Catalyst. Inc. Women and the Future of Work. 2019. [Posted on Canvas]
- (2) McKinsey/Lean In, Women in the Workplace, 2020.
<https://womenintheworkplace.com/>
- (3) Carter, Nancy M. & Christine Silva. 2011. The Myth of the Ideal Worker: Does Doing All the Right Things Really Get Women Ahead? Catalyst.
<https://www.catalyst.org/research/the-myth-of-the-ideal-worker-does-doing-all-the-right-things-really-get-women-ahead/>
- (4) O’Neil, Deborah A., Hopkins, Margaret M. & Bilimoria, Diana. A Framework for Developing Women Leaders: Applications to Executive Coaching, Journal of Applied Behavioral Science, 2015, 51, 2: 253-276. [Posted on Canvas].
- (5) O’Neil, Deborah, Hopkins, Margaret & Bilimoria, Diana. Women’s Careers at the Start of the 21st Century: Patterns and Paradoxes, Journal of Business Ethics, 2008, 80, 4: 727-743. [Posted on Canvas].
- (6) Catalyst, Inc. The Double-Bind Dilemma for Women in Leadership: Dammed If You Do, Doomed If You Don’t, 2007. <http://www.catalyst.org/knowledge/double-bind>.
- (7) Ibarra, Herminia, Nancy M. Carter & Christine Silva. Why Men Still Get More Promotions Than Women, Harvard Business Review, September 2010, 80-85.
<https://hbr.org/2010/09/why-men-still-get-more-promotions-than-women>.
- (8) Silva, Christine, Carter, Nancy M. & Beninger Anna: Good Intentions, Imperfect Execution: Women Get Fewer of the “Hot Jobs” Needed to Advance, 2012.
<http://www.catalyst.org/knowledge/good-intentions-imperfect-execution-women-get-fewer-hot-jobs-needed-advance>.
- (9) Davis, Kathleen. The One Word Men Never See In Their Performance Reviews, Fast Company. <http://www.fastcompany.com/3034895/strong-female-lead/the-one-word-men-never-see-in-their-performance-reviews>.
- (10) Dobbin, Frank & Alexandra Kalev. 2020. Why Sexual Harassment Programs Backfire. Harvard Business Review, May-June. https://hbr.org/2020/05/confronting-sexual-harassment?utm_medium=email&utm_source=newsletter_monthly&utm_campaign=womenatwork_not_activesubs&deliveryName=DM78367.
- (11) Heath, Kathryn, Jill Flynn & Mary Davis Holt. Women, Find Your Voice, Harvard Business Review, June 2014, 118-121. Short version available at:
<https://hbr.org/2014/06/women-find-your-voice>.

- (12) Giscombe, Katherine. Navigating Organizational Cultures: A Guide for Diverse Women and Their Managers, 2011. <http://www.catalyst.org/knowledge/navigating-organizational-cultures-guide-diverse-women-and-their-managers>.
- (13) Ruderman, Marian & Patricia J. Ohlott. Leading Roles: What Coaches of Women Need to Know, LIA, July/August 2005, 25, 3: 1-9. [Posted on Canvas].
- (14) Barsh, Joanna, Susie Cranston & Rebecca A. Craske. Centered Leadership: How Talented Women Thrive. The McKinsey Quarterly, 2008, 4: 35-48. <https://www.mckinsey.com/featured-insights/leadership/centered-leadership-how-talented-women-thrive>
- (15) Barsh, Joanna, Josephine Mogelof & Caroline Webb, How Centered Leaders Achieve Extraordinary Results, The McKinsey Quarterly, 2010, 2-9. <https://www.mckinsey.com/featured-insights/leadership/how-centered-leaders-achieve-extraordinary-results>
- (16) Prime, Jeanine, Corinne A. Moss-Racusin & Heather Foust-Cummings. Engaging Men in Gender Initiatives: Stacking the Deck for Success, 2009. <http://www.catalyst.org/knowledge/engaging-men-gender-initiatives-stacking-deck-success>.
- (17) Hewlett, Sylvia Ann & Carolyn Buck Luce. Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success, Harvard Business Review, March 2005, 43-54. Short version available at: <https://hbr.org/2005/03/off-ramps-and-on-ramps-keeping-talented-women-on-the-road-to-success>.
- (18) Mainiero, Lisa A. & Sherry E. Sullivan. Kaleidoscope Careers: An Alternate Explanation for the “Opt-out” Revolution, Academy of Management Executive, 2005, 19, 1: 106-123. <http://ncefbasc.com/Week%2012%20reading%20%20-%20Kaleidoscope%20careers.pdf>
- (19) Sugiyama, Keimei, Cavanagh, Kevin V., van Esch, Chantal, Bilimoria, Diana & Brown, Cara. 2016. Inclusive Leadership Development: Drawing From Pedagogies of Women’s and General Leadership Development Program, Journal of Management Education, 40, 3: 253-292. [Posted on Canvas]
- (20) Catalyst, Inc. Why Diversity Matters. 2013. [Posted on Canvas]
- (21) Robinson, Michael & Bilimoria, Diana. (2018). Busting the Gender Binary: Activities for Teaching Transgender Issues in Management Education. Management Teaching Review, 1-16. [Posted on Canvas]
- (22) Thoroughgood, Christian N., Katina B. Sawyer & Jennica R. Webster. (2020). Creating a Trans-Inclusive Workplace. Harvard Business Review, March-April. <https://hbr.org/2020/03/creating-a-trans-inclusive-workplace>

MPOD 440C - Friday 27 August 2021 (9:00am-5:00pm)
Leading an Inclusive Organization

Required Readings

Each team will determine and engage in readings customized to your *Inclusive Leadership Presentation* topic.

What We Will Do in Class:

Inclusive Leadership Team Presentations
Debrief of presentations
Inclusion of People with Disabilities
Course reflections and closure

Assignments

- (1) *Inclusive Leadership Presentation* – Due Friday 27 August 2021 (upload one presentation per team to Canvas).
- (2) *Team Member Contribution Evaluation* – Due Friday 27 August 2021 (upload one form per team to Canvas).
- (3) *Inclusive Leadership Praxis Paper* – Due Friday 24 September 2021 (upload to Canvas).