

**Course Syllabus – DRAFT
VERSION 1.2**

**ISEN 413 - Managing People & Workforce Diversity in Energy & Sustainability (0.5 credits)
Northwestern University**

Course Synopsis: This course is built off of a highly successful Kellogg course: **MORS 462 - Leading & Managing Diverse Organizations**. The aim is to develop the cross-cultural competence you need to lead effectively in the modern collaboration-powered global marketplace – one that is more diverse than ever before on multiple dimensions. This course is designed to provide:

- evidence-based insights on how to lead
- individual, interpersonal, enterprise-level strategies to successfully optimize the value diversity and inclusion in teams and organizations
- industry specific perspectives for teams in energy & sustainability and guidelines on how to navigate challenges and opportunities specific to these markets

Course Goals: Given the rapidly increasing levels of workplace diversity and marketplace globalization, leaders must invest in people management skills. The goals of the course include:

- Building skills in self-reflection
- Become familiar with demographic trends and invest in understanding the perspective and experience of people of other genders, races or ethnicity, ages / generations, religions, socioeconomic groups and educational or functional backgrounds
- Seek to build models for collaboration and optimal engagement of diverse teams and develop the ability to understand, engage, and integrate people of different backgrounds & worldviews
- Learn about organizational architectures and tools that leverage diversity, promote inclusion, and enable productive collaboration and communication.
- Build your confidence to more thoughtfully interact in culturally diverse contexts

Grading/Assessment:

Grading will be based on the following rubric:

Component	Weight	Details	Due
Effort and Attendance	20%	<i>Based on on-time arrival, full attendance (this is mandatory for all 5 classes) and instructor assessment of preparation for and participation in class. For each reading, students should prepare answers to the following questions:</i>	Ongoing



		<ul style="list-style-type: none"> • What is the basic argument in the article? What are the key concepts/principles? • How does this matter for me as an individual? For my team/organization? For society? • What are the implications for the kinds of challenges I might face as a leader? 	
Response Papers	30%	<p><i>Papers that comment on that week's lecture topic(s). Papers will be 2-3 pages in length and will address question posed by the instructor (weekly basis x4)</i></p>	Weeks 1-4
Final Project	40%	<p>In teams of three, write a single, 8-10 page paper on a sub-group (see list of potential groups below) that is not represented on your team and outline:</p> <ul style="list-style-type: none"> • Description and demographics of the subgroup • Voice of the subgroup – what do they think? • Stereotypes – what are they and how do stereotypes impact the group? • Assessment using 8 Dimensions of Culture • Wishlist of insights for leaders • How to better collaborate with and respect this subgroup <p>Select a sub-group to be approved by the professor by week 3</p>	Week 5
Cross Cultural Growth Plan	20%	<ul style="list-style-type: none"> • Complete Intercultural Development Inventory (IDI) report • Write a two-page essay capturing your key takeaways and lessons learned from the class • Add 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. Include priorities & dates 	Week 5

Example sub-groups for the final project might include:

- Gender: Women, Men
- Race: African-Americans (Blacks), Caucasians (Whites), Latinos, Asians, multiracial people
- Immigrant status (e.g. Green Card, undocumented, full citizen, etc.)
- Sexual orientation: Straight, Gay, Lesbian, Bisexual, or Transgender people
- People who are primarily responsible for the physical & emotional care of one or more dependents

- Religion/creed: Orthodox Jews, evangelical Christians, Muslim, Amish, etc.
- Age/generation: Gen Z (Digital Natives), Gen Y (Millennials), Gen X, Baby Boomers, Traditionalists
- Educational background: college educated vs. tradespeople; engineers vs. marketers
- Disability (including physical, cognitive, mental, sensory, developmental or emotional impairments)
- Military veterans
- Or many other subcultures not listed above

Grading Policy:

Grades will be assigned based on all the work you have completed during the semester following the traditional practice of A=90-100, B=80-89, C=70-79, D=60-69, F<60.

Letter Grade	Percentages	Letter Grade	Percentages
A	93 - 100 %	C+	77 - 79.9 %
A-	90 - 92.9 %	C	70 - 76.9 %
B+	87 - 89.9 %	D	60 - 69.9 %
B	83 - 86.9 %	F	< 60 %
B-	80 - 82.9%		

CLASS OUTLINE

Weekly Topic	Description
<p>1: Who Am I?: The Power of Social Identity</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Understand the complex interplay between social identity and self-presentation for leaders • Learn the historical evolution of the rationale for diversity & inclusion in the USA & globally • Discuss course objectives, philosophy, format, and evaluation criteria • Develop individual & collective learning goals for the course <p>Reading:</p> <ul style="list-style-type: none"> • <i>How Diversity Makes Us Smarter</i> (Phillips, 2014) • <i>Fear of Being Different Stifles Talent</i> (Yoshino & Smith, 2014) • BONUS READING: <i>Dear White Boss</i> (Caver & Livers, 2002) • BONUS READING: <i>The Pressure to Cover</i> (Yoshino, 2006) • BONUS READING: <i>Disentangling the Meanings of Diversity and Inclusion</i> (Roberson, 2004) <p><u>Response Paper #1:</u> Outline the major themes from this week’s readings, highlight one example from your experience with social identity and discuss (at least) one thing you might do differently going forward given this week’s readings. 2 pages, double spaced 12pt font</p>
<p>2: Who Are They?: Navigating Cross-Cultural Interactions</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Understand the demographics and profile of energy & sustainability markets and their feeders; build a “talent profile” • Learn frameworks for comparing & contrasting cultures and diagnosing cultural differences • Learn how to work more effectively with people from different cultures • Gain insight into how cross-cultural (in)competence impacts global business <p>Reading:</p> <ul style="list-style-type: none"> • <i>Building Better Global Managers</i> (Rifkin, 2006) • <i>Navigating the Cultural Minefield</i> (Meyer, 2014) • <i>The Intercultural Development Inventory</i> (Hammer, 2009) • <i>Addressing the Diversity Challenge in Energy Sector Recruitment – IEA (2019)</i>¹ • BONUS READING: <i>Lost in Translation</i> (Trompenaars & Woolliams, 2011) <p><u>Response Paper #2:</u> Using the concepts from this week, comment on a cross-cultural interaction from your experience</p>

¹ <https://www.iea.org/commentaries/addressing-the-diversity-challenge-in-energy-sector-recruitment>



<p>3: Who Is Us?: The Science of Implicit Bias & Mindful Inclusion</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss the impact of bias on individuals, teams, and organizations • Understand the impact of diversity & inclusion in organizations on workplace environment and individual & team performance • Review common bias issues in energy & sustainability teams • Learn strategies for practicing mindful inclusion in teams and organizations <p>Reading:</p> <ul style="list-style-type: none"> • <i>Buried Prejudice</i> (Carpenter, 2008) • <i>Rethinking Political Correctness</i> (Ely, Meyerson & Davidson, 2006) • <i>The Measuring Sticks of Racial Bias</i> (Mullainathan, 2015) • <i>US Solar Industry Diversity Report (2019)</i>² • BONUS READING: <i>Women Rising: The Unseen Barriers</i> (Ibarra, Ely & Kolb, 2013) • BONUS READING: <i>The Teddy-Bear Effect</i> (Livingston & Pearce, 2009) • BONUS READING: <i>Micronequities: When Small Sights Lead to Huge Problems in the Workplace</i> (Hinton, 2003) <p><u>Response Paper #3:</u> Review an example of bias (explicit or implicit) in the energy or sustainability world</p> <p><u>Implicit Bias Test:</u> Complete online</p>
<p>4: Diversity & Inclusion as Organizational Strategy</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • 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 & inclusion in organizations on firm strategy, organizational performance, and market leadership <p>Reading:</p> <ul style="list-style-type: none"> • <i>Diversity as Strategy</i> (Thomas, 2004) • <i>Making Differences Matter</i> (Thomas & Ely, 1996) • <i>Diversity & Inclusion in the Electric Sector (2018)</i>³ • BONUS READING: <i>From Affirmative Action to Affirming Diversity</i> (Thomas, 1990) • BONUS READING: <i>Why Make Diversity So Hard to Achieve?</i> (Rice, 2012) • BONUS READING: <i>Hacking Tech’s Diversity Problem</i> (Williams, 2014)

² <https://www.thesolarfoundation.org/diversity/>

³ https://isc-pagepro.mydigitalpublication.com/publication/?i=512352&ver=html5&p=42#{%22page%22:%2242%22,%22issue_id%22:512352,%22publication_id%22:%226643%22}



5: Where Do We Go From Here?	<p>Objectives:</p> <ul style="list-style-type: none">• Learn about the impact and future of D&I in organizations from current executives• Understand diversity and inclusion issues that are specific to energy & sustainability (including SDG 5 - gender equality, 10 - reduced inequalities, 16 - peace, justice, and strong institutions relevant here)• 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 <p>Reading:</p> <ul style="list-style-type: none">• Great Leaders Who Make the Mix Work (Groysberg & Connolly, 2013)• Voices from the Front Lines (Minguet et al., 2014)• Leadership in Your Midst (Hewlett et al., 2005)• Why Diversity is the key to unlocking sustainability (2017)⁴• Why Diversity matters in sustainability and what you can do (2018)⁵• BONUS READING: How Hard Should You Push Diversity? (Davidson, 2012)• BONUS READING: Executive Women and the Myth of Having It All (Hewlett, 2002) <p>Final Project: 8-10 page final paper (group project) on a sub-group is due.</p>
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⁴ <https://www.greenbiz.com/article/why-diversity-key-unlocking-sustainability>

⁵ <https://www.greenbiz.com/article/why-diversity-sustainability-matters-and-what-you-can-do>