MLD-320M: The Art of Leading in a Diverse World:
Skills, Insights, and Best Practices
(Syllabus Subject to Change)

Module 3, Spring 2017
Wed 4:15-7:00 pm, Land Hall (B400)

Shopping session: Friday, January 20th 4:15pm-5:30pm Land Hall

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OVERVIEW

Class Meetings
Classes are scheduled from January 25th through March 8th on Wednesdays from 4:15 p.m. to 7:00 p.m. in Land Hall (B400).

Course Objectives
This course is designed to help students develop personal insights, interpersonal skills, and management practices for leading diverse, inclusive programs and organizations in an increasingly diverse and interconnected world. Through readings, class discussions, exercises, individual and team assignments, and dialogues with visiting scholars and practitioners, we will explore the personal, interpersonal, organizational, and cultural dimensions of being an effective leader capable of leveraging diversity at multiple levels.

The course is rooted in two conceptual frameworks that are reshaping how people understand identity and diversity. One is the concept of unconscious bias as an important factor in social interactions. Given the reality of unconscious bias in all of us, what can we do to move beyond bias to work against inequity and affirm and leverage difference in ourselves and others? The other is the understanding of identity as not only complex and multifaceted, but also shaped in part by messages and factors in the world around us—some of which are unconscious and many of which are beyond our immediate control.

Within this conceptual framework, we will explore the essential questions for leaders who seek to manage and leverage diversity. How do we define diversity? How have our unique perspectives shaped our journeys? How do we experience bias and difference in our own lives
and careers? How do those biases and experiences shape our interactions as change agents and leaders? What practices and programs can help leaders build diverse teams and organizations? How can we, in leadership roles, recognize and advance diversity and inclusion in the world around us? Through readings and discussions students will grapple with these key issues and learn best practices for leading in ways that build and empower diverse teams and organizations.

**Enrollment and Cross-Registration**

Because of the highly interactive nature of the class, enrollment will be limited. Cross-registrants are welcome in this course. Cross registration approvals will begin Jan 25th at noon.

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**EXPECTATIONS**

**Attendance, Preparation and Participation.** Bring your name card to each class. Students are expected to arrive on time and attend every class. Late arrivals and missed classes will negatively affect the participation portion of your final grade. Participation is an extremely important element of the work in this class. Students will be assigned articles and videos that will be essential for class discussion. If you must be absent for an unavoidable reason or cannot access required course content, please email the course assistant as early as possible before the class in question. Please note that students should have completed the readings assigned for January 25th in advance of class on January 25 and be prepared to discuss.

**Electronic Devices.** During class, electronic devices are strictly limited to consulting online readings and note-taking. Any other use of these devices is strictly prohibited.

**Assignments.** Class discussions and class work will be based in part upon the reading assigned for that week. Please complete each week’s reading before that class. Assigned work for the class will include:

- Micro-inequity journals/ logs: due February 15
- Four (4) 400-word reflections on reading assignments of your choice, due February 1, February 8, February 15, and February 22
- Final project: Class presentations are on March 8 and final written projects are due March 15 (uploaded to Canvas by midnight on 3/15/17). Each group will design a systemic organizational intervention to mitigate the impact of bias within an existing organization, demonstrating:
  - A comprehensive understanding of the organization, its diversity profile, and the challenges it faces
  - Sophisticated and adept application of relevant techniques and insights from reading and class discussions
Grading. Final grades will be determined as follows:

- Class participation: 25%
- Micro-inequity logs: 15%
- Reading Reflections: 30%
- Final project: 30%

Collaboration. Discussion and the exchange of ideas are essential to academic work. However, you should ensure that any written work you submit for evaluation is the result of your own work. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance.

Course Materials. Course materials will be distributed online through the Canvas course page. Required books are available at the Coop as well on reserve in the HKS Library.

Required Books


Recommended Books


Daniel Kahneman: *Thinking, Fast and Slow*

Iris Bohnet: *What Works: Gender Equity By Design*
CLASS PLAN AND READING ASSIGNMENT

January 25: Overview and Context

Assigned Readings
Mahzarin Banaji and Anthony Greenwald, *Blind Spot* (Delacorte, 2013): (22 pages)
- Preface
- Chapter 1, “Mindbugs”
Claude Steele, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* (43 pages)
- Chapter 1: “At The Root of Identity”
- Chapter 2: “A Mysterious Link Between Identity and Intellectual Performance”
Nicholas Kristof, “When Whites Just Don’t Get It,” Parts 1-5, NY Times, 8/30/14-11/29/14 (15 pages)
Margo Adair & Sharon Howell, “The Dynamics of Tokenism” (2 pages)
Melissa Thomas-Hunt & Carlos Santos, “Everybody’s Biased, So I Can Be Too” (3 pages)
Video: A Conversation with White People on Race:
[https://www.nytimes.com/2015/07/01/opinion/a-conversation-with-white-people-on-race.html?_r=0](https://www.nytimes.com/2015/07/01/opinion/a-conversation-with-white-people-on-race.html?_r=0) (5 min)

Total reading for the week: 118 pages.

February 1: The Science of Unconscious Bias and the Workings of Micro-Inequities

Assigned Readings
Banaji and Greenwald, *Blind Spot*: (72 pages)
- Chapter 2, “Shades of Truth”
- Chapter 3, “Into the Blindspot”
- Chapter 4: “Not That There’s Anything Wrong with That”
- Chapter 5: “Homo Categoricus”
Claude Steele, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* (28 pages)
- Chapter 3: “Stereotype Threat Comes to Light, and in More than One Group”
Justin Wolfers, “Even Famous Female Economists Get No Respect” NYTimes, 11/11/15 (3 pages)
Lauren Bacon, “The Odds That a Panel Would Randomly Be All Men Are Astronomical”,


The Atlantic, 10/10/15 (5 pages)
David R. Williams, “The Big Three: Racial Bias and its effect on health care”, HSPH, 8/12/15 (2 pages)
Total reading for the week: 140 pages.

**Reading Response #1 due**

**February 8: From Micro-Inequities to Micro-Affirmations: Building Cultural Competence**

*Assigned Reading:*
Banaji and Greenwald, *Blind Spot:* (40 pages)
- Chapter 6: “The Hidden Costs of Stereotypes”
- Chapter 7: “Us and Then”

Claude Steele, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* (51 pages):
- Chapter 4: “A Broader View of Identity: In the Lives of Anatole Broyard, Amin Maalouf, and the Rest of Us”
- Chapter 5: “The Many Experiences of Stereotype Threat”
- Chapter 6: “Identity Threat and the Efforting Life”

David Thomas: Mindfulness and Cultural Competence. (22 pages).
Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack” 1988 (2 pages)

Video: Cracking the Codes, Joy DeGruy “A Trip to the Grocery Store” (3min 49sec)
https://www.youtube.com/watch?v=Wf9QBnPK6Yg

Total reading for the week: 117 pages.

**Reading Response #2 due**

**February 15: Understanding Identity and Increasing Engagement**

*Assigned Readings*
Steele, *Whistling Vivaldi:* (20 pages)
- Chapter 7: “The Mind on Stereotype Threat: Racing and Overloaded”

Oliver Wang, “The Road to Inclusion” NYTimes Book Review, 9/6/15 (1 page)
Erica Yoon, “What Sami Discovered On the Way to Becoming a Man of Color”, NPR Codeswitch, 1/24/14 (6 pages)
Jeremy C. Fox, “He, she, sie, zie”, Boston Sunday Globe, 6/7/15, (1 page)
George Gene Gustines, “Diversity Comes to Superheroes”, NYTimes, 12/24/15 (2 pages)
Black man is washed whiter in China’s racist detergent advert:
https://www.theguardian.com/world/2016/may/28/china-racist-detergent-advert-outrage (1 p. plus very short video)

Total reading for the week: 65 pages.

**Reading Response #3 due**
**Micro-Inequity Logs due**

**February 22: Creating Inclusive Structures and Systems I**

*Assigned Readings*
Steele, *Whistling Vivaldi* (18 pages)
  - Chapter 8: “The Strength of Stereotype Threat: The Role of Cues”
Tackling the UK’s “Diversity Deficit” in the boardroom by Tim Bowler, BBC (5 pages)
Kevin Rawlinson, Helena Bengtsson, & Will Franklin, “Most UK police forces have disproportionate number of white officers” The Guardian, 1/1/16 (4 pages)
Gillian B. White, “Black Workers Really Do Need to Be Twice as Good”, The Atlantic, 10/7/15 (3 pages)
Adia Harvey Wingfield, “Being Black-but Not Too Black in the Workplace” The Atlantic, 10/14/15 (4 pages)

Total reading for the week: pages 88

*Additional suggested reading:*


**Reading Response #4 due**

**March 1: Creating Inclusive Structures and Systems II**

*Assigned Readings*
Derek Thomson, “Why Cliques Form at Some Other High Schools and Not Others”, The Atlantic, 11/10/14 (4 pages)
Derwin Dubose, “How White Nonprofit Leaders Can Advance Diversity”, Nonprofit Quarterly,
1/2015 (3 pages)

Derwin Dubose, “The Nonprofit Sector Has a Ferguson Problem”, Nonprofit Quarterly (3 pages)

“12 Ideas for making Boston more inclusive” Boston Globe, 12/3/14 (16 pages)


Commongood Careers/Level Playing Field Institute (17 pages)

Martin Davidson: Leaders Who Make a Difference: Critical Skills for Leading a Diverse Workforce,

University of Virginia Business Publishing (8 pages)

Total reading for the week: 48 pages

Additional Suggested Reading


March 8: Leading Through Diversity: Reflections and Next Steps

Assigned Readings

Banaji and Greenwald, *Blind Spot*: (90 pages)

- Chapter 8: “Outsmarting the Machine”
- Appendix 1: “Are Americans Racist?”
- Appendix 2: “Race, Disadvantage and Discrimination”

Steele, *Whistling Vivaldi*: (67 pages)

- Chapter 9: “Reducing Identity and Stereotype Threat: A New Hope”
- Chapter 10: “The Distance Between Us: The Role of Identity”
- Chapter 11: “Conclusion: Identity as a Bridge Between Us”

Total pages: 157

Final Project In-Class Presentations

Final Project due: Wednesday, March 15 (no class)