MGT 18GS
MANAGING DIVERSE TEAMS (DEI)
Summer Session II, 2019

UCSD Global Seminar: Dublin, Ireland
Dublin – Ireland’s Silicon Valley and Formidable Competitor in the Global War for Talent

STUDENT CLASS: Undergraduate, Lower Division Standing
DEI REQUIREMENT: This course fulfills the UCSD DEI graduation requirement
LOCATIONS:
  - Trinity College Dublin classroom TBA (Dublin)
  - American Institute for Foreign Study classroom TBA (London)
TIME: MGT 18GS: Monday, Tuesday, Wednesday 12:00 PM to 2:00 PM, Thursday Excursions, etc.

PROFESSOR: Mary A. McKay
OFFICE ROOM: TBA
OFFICE HOURS: by appointment before, between and after classes
CLASS EMAIL ACCOUNT: radyglobalseminar@gmail.com (this account is not yet live)

BACKUP EMAIL FOR TURNITIN
All sections of all courses: mckaybackupforturnitin@gmail.com
This is a backup system for use when Turnitin is not functioning properly and a student is worried about a paper getting lost or marked late. Use this email when Turnitin fails to send a receipt and you need to confirm on-time submission. We will check this account ONLY when requested, as it is truly a backup system. Late submissions using the backup system are still considered late and will not be graded.

COURSE DESCRIPTION
Vital to the success of any business is access to the right talent pool. Dublin’s vibrant city life with rich history and culture, along with myriad nearby opportunities, help to attract and keep a highly-educated, tech-savvy workforce that is growing in diversity. Synergies between business, government, and education sectors are necessary for such progress and Dublin’s Grand Canal Docks, better known today as Silicon Docks, is emblematic of such synergies. In order to compete in the global war for talent, Dublin must not only hold on to the best and brightest educated locally, but must also draw from elsewhere in order to reap the benefits of diversity that the tech sector thrives upon to remain competitive.

MGT 18GS: Managing Diverse Teams (DEI) is a study of teams at work and the rich and varied experiences of people different in culture, gender, age, language, religion, education, and more. The purpose of the course is to explore diversity within and among teams. Why are diverse teams integral to the success of today’s organizations – those in Dublin, London, and at home in the U.S.? What are the challenges and potential rewards for members and leaders of diverse teams? What are the special demands of global team leadership and how do Dublin’s and nearby London’s business sectors, including the tech giants, select and train for this important role?
GLOBAL SEMINAR EXCURSIONS (subject to change)

As part of the Global Seminar format, Thursdays are set aside for educational excursions. Examples include: culture and history tours through both cities, an introduction to Silicon Docks – today’s digital hub of Dublin, etc.

- Company Tours and Talks include: OPTUM, FactSet Inc., Nike, Inc, Ramboll Inc., etc.
- Guest Speaker Topics include: teaching leadership in a prestigious global university, BREXIT’s impact on business (Irish perspective and British perspective), etc.

REQUIRED MATERIALS

Reader

UCSD faculty are required to follow copyright laws, and so with the help of University Readers (publisher), we compile copy written materials in a convenient book-form for student use. The Course Reader for MGT 164 contains all required readings for which students must pay permissions.

Student success depends on completion of the readings on a weekly basis, so please ensure access either by purchase of a hard copy, e-book, or a used copy from a very recent section of the course. If you choose to order a new copy or e-reader, go to https://store.cognella.com/ and follow the instructions found in the announcements on TritonEd. Your dollars go to the copyright holders (e.g., Harvard Business School Publishing, MIT Sloan Publishing, etc.), and University Readers (a private entity founded in 1992 by a UCSD alum).

Blog Posts

There are a number of blog posts in your required readings (as early as Week 1). These are NOT in your reader but are shown on the syllabus and in the Table of Contents for the reader. Easy ways to access blogs:

- Via links in the syllabus
- On TritonEd via links in the content folder for the week a blog is required
- Via Google search (author/title)

Create a free account on HBR.org. The blog network is excellent and you will have more freedom on the site.

TRITONED

I rely on the course website to communicate with students, so plan to check it daily. I use the announcement function regularly and hold students responsible to stay up to date with all information.

We will also organize a GroupMe (or similar) account for text communication.
# SCHEDULE (subject to change at the discretion of the instructor)

<table>
<thead>
<tr>
<th>WEEKS 1-5</th>
<th>TOPICS AND ACTIVITIES</th>
<th>READINGS AND OTHER IMPORTANT DUE DATES</th>
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<tbody>
<tr>
<td>MONDAY/TUESDAY/WEDNESDAY</td>
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</table>
| **Week 1 – Dublin**  
 Orientation: August 5  
 Lecture: August 6-7  
 Excursions: August 8 | Syllabus and course requirements  
 Foundations of the Course: The Business Case for Diversity | Part A Readings 1-3*  
 *See Assigned Readings at the end of the syllabus for details.  
 **COURSE QUIZ DUE TBA BEFORE 11:59 PM**  
 • See TritonEd Content folder |
| | An Introduction to Groups and Teams | Part B Readings 4-6* |
| **Week 2 – Dublin**  
 Lecture: August 12-14  
 Excursions: August 15 | Social Identity Theory: Understanding Individual Behavior in Groups and Teams | Part A Readings 7-10*  
 **HOMEWORK** Instructions for Assignments #1, #2 and #3 found on TritonEd>Content>Week 2 Part A.  
 No submissions. Be prepared to discuss in class. The Social Identity Profile worksheet is found in your reader. |
| | Cultural Competence and Global Teams | Part B Readings 11-13*  
 **HOMEWORK** Meyer’s Cultural Profile (find link on TritonEd>Content>Week 2 Part B) Bring results to class. |
| **Week 3 – Dublin**  
 Lecture: August 19-21  
 Excursions: August 22 | Understand Before You Are Understood: Psychological Safety and Communication | Part A Readings 14-16* |
<p>| | Modern Workplace Teams: Tools and Topics | Part B Readings 17-20* |</p>
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<tr>
<th>Week 4 – Dublin</th>
<th>MIDTERM + Conflict</th>
<th>Part A Reading 21*</th>
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<tr>
<td>Lecture: August 26-28</td>
<td>Leading 21st Century Teams (I)</td>
<td>Part B Readings 22-23*</td>
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<td>Excursions: August 29</td>
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<tr>
<th>Week 5 – London</th>
<th>Leading 21st Century Teams (II)</th>
<th>Part A Reading 24*</th>
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<tr>
<td>Lecture: September 2-4</td>
<td>Diverse Teams in Practice</td>
<td>Part B Readings 25-26*</td>
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<tr>
<td>Excursions: September 5-6</td>
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| | FINAL EXAM |
| | TBA |

### DUE DATES FOR DIVERSE TEAMS JOURNAL
(These will be short writing assignments of two pages max)

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>JOURNAL PROMPT</th>
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STUDENT PARTICIPATION

ATTENDANCE: The UCSD Global Seminar program offers students the chance to learn in a small group environment. Full engagement, via attendance and participation, is rewarding and rewarded. In the case of illness or an emergency, please do your best to communicate in advance.

PREPARATION: This course is interactive and combines lecture, group discussion, partner dialogue and small group activities to facilitate learning. It’s essential that reading is completed before class on the day it is assigned because your contribution is an important part of the learning experience. Please be prepared to share your insight, curiosity, and critique. Be brave and speak up! Your peers and I want to hear from you.

UNPLUGGED LEARNING ENVIRONMENT: Laptops, iPads, phones etc. should be silenced and stowed during class time in order to create a more impactful learning environment. If you need to monitor a personal or family emergency, please feel free to step out and communicate as needed.

EXAMS AND OTHER DUE DATES: All due dates are firm and late submissions are not graded except under the most extenuating circumstances (serious medical issues, emergencies, etc.). Midterm and final exam dates are firm and communicated before the class begins. Only the most extenuating circumstances would be cause for a make-up opportunity and would require advance approval and approved documentation.

GRADING

<table>
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<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tr>
<td>Exams (I)</td>
<td></td>
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<tr>
<td>Midterm (I)</td>
<td>30%</td>
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<tr>
<td>Final (I)</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>15%</td>
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<tr>
<td>Diverse Teams Journal (I)</td>
<td></td>
</tr>
<tr>
<td>4 Submissions – See due dates above and in Triton Ed&gt;Content&gt; Journals</td>
<td>30%</td>
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<tr>
<td>Student Engagement and Contribution to the Learning Environment (I, G, and C)</td>
<td>40%</td>
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<td>Attendance, Participation, completion of Introductory Course Quiz and CAPE, Excursions, etc.</td>
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KEY:  
I – Independent, individual work only. No collaboration or consultation allowed.  
G – Students may work together in groups and turn in one project or assignment for the entire group.  
C – Collaboration with classmates is allowed. However, each student must submit for an individual grade.
**GRADE SCALE FROM TritonEd**

<table>
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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>Between 97 and 100</td>
<td>A-</td>
<td>Between 70 and 74</td>
</tr>
<tr>
<td>A</td>
<td>Between 94 and less than 97</td>
<td>A</td>
<td>Between 70 and 74</td>
</tr>
<tr>
<td>B+</td>
<td>Between 90 and less than 94</td>
<td>B</td>
<td>Between 70 and 74</td>
</tr>
<tr>
<td>B</td>
<td>Between 87 and less than 90</td>
<td>B</td>
<td>Between 70 and 74</td>
</tr>
<tr>
<td>B-</td>
<td>Between 84 and less than 87</td>
<td>B-</td>
<td>Between 70 and 74</td>
</tr>
<tr>
<td>C+</td>
<td>Between 80 and less than 84</td>
<td>C</td>
<td>Between 70 and 74</td>
</tr>
<tr>
<td>C</td>
<td>Between 77 and less than 80</td>
<td>C</td>
<td>Between 70 and 74</td>
</tr>
<tr>
<td>C-</td>
<td>Between 74 and less than 70</td>
<td>D+</td>
<td>Between 67 and 70</td>
</tr>
<tr>
<td>D</td>
<td>Between 67 and less than 64</td>
<td>D</td>
<td>Between 67 and 70</td>
</tr>
<tr>
<td>D-</td>
<td>Less than 64</td>
<td>F</td>
<td>Less than 60</td>
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Pass/No Pass students must earn a 69.5 in order to receive a Pass.

**Notes:**
1. Raw scores and percentages are released through TritonEd MyGrades in a timely manner. I will release grade columns when all papers are graded.
2. Grading and/or recording errors must be reported within 7 days of appearing on MyGrades.
3. Your final course grade is rounded up (e.g., 89.49 receives a B+ and 89.5 receives an A-)
4. If a curve is required, it will be applied after the final exam on the cumulative percentage for the quarter. I have rarely used a curve, so please do not anticipate this happening.
5. The grade scale is firm and there is no opportunity for extra credit.

**PASS/NO PASS STUDENTS**

If you are eligible and have chosen pass/no pass, it is important to approach the course requirements with a thoughtful strategy. My goal is for you to learn the course content in a meaningful way. I hope your goal is the same, although I appreciate your desire to reduce the workload. You will need a 69.5% to pass. With this in mind, I would emphasize the following list in order to make a strong start. Your approach to the remainder of the course requirements should be personalized to your strengths.

- Attend and fully engage in all classes and excursions (Student Engagement and Contribution potential 40%)
- Complete the Course Quiz (part of Student Engagement and Contribution credit)
- Complete all readings on time
- Complete all Journal submissions with your full effort (potential 30%)
- Complete a CAPE evaluation (part of Student Engagement and Contribution credit)

If you are attending, fully engaged, contributing, reading, and writing, I am confident you are learning and would be happy to discuss your personal strategy with you before or after the midterm and/or final exam.

**ACADEMIC INTEGRITY**

Integrity of scholarship is essential for an academic community. As members of the Rady School, we pledge ourselves to uphold the highest ethical standards. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. The complete UCSD Policy on Integrity of Scholarship can be viewed at: [http://academicintegrity.ucsd.edu](http://academicintegrity.ucsd.edu).
How the Honor Code applies to this course:
Students in Managing Diverse Teams will be expected to complete all coursework within the spirit and letter of the Honor Code and the Academic Integrity policies of the Rady School and the University. Plagiarism and cheating on exams are serious offenses. Please see me if you have any questions or concerns. We are here to help.

STUDENTS WITH DISABILITIES

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the professor. The student must present the OSD letter of certification and OSD accommodation recommendation to the professor in order to initiate the request for accommodation in classes, examinations, or other academic program activities. No accommodations can be implemented retroactively. Please visit the OSD website for further information or contact the Office for Students with Disabilities at (858) 534-4382 or http://disabilities.ucsd.edu/about/index.html.
REQUIRED READINGS

All bolded items are in the reader. Others can be found via links embedded here AND on TritonEd (see Content folders).

WEEK 1

PART A: FOUNDATIONS OF THE COURSE: THE BUSINESS CASE FOR DIVERSITY


PART B: AN INTRODUCTION TO GROUPS AND TEAMS


WEEK 2

PART A: SOCIAL IDENTITY THEORY: UNDERSTANDING INDIVIDUAL BEHAVIOR IN GROUPS AND TEAMS

PART B: CULTURAL COMPETENCE AND GLOBAL TEAMS


WEEK 3

PART A: UNDERSTAND BEFORE YOU ARE UNDERSTOOD: PSYCHOLOGICAL SAFETY AND COMMUNICATION


PART B: MODERN WORKPLACE TEAMS: TOOLS AND TOPICS


WEEK 4

PART A: MIDTERM + CONFLICT


PART B: LEADING 21ST CENTURY TEAMS


WEEK 5

PART A: LEADING 21ST CENTURY TEAMS


PART B: DIVERSE TEAMS IN PRACTICE


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