

MGT 18GS

MANAGING DIVERSE TEAMS (DEI)

Summer Session I, 2025

UCSD Global Seminar: Dublin, Ireland *Ireland's Silicon Valley*

STUDENT CLASS: Undergraduate, Lower Division Standing

DEI REQUIREMENT: *This course fulfills the UCSD DEI graduation requirement*

LOCATIONS:

- Trinity College Dublin classroom
- AFIS, London classroom

TIME: MGT 18GS: Monday, Tuesday, Thursday TBA, Wednesday Excursions, etc. Please anticipate some exceptions that will be announced in advance.

PROFESSOR: **Michael J. McKay**

OFFICE HOURS: by appointment before, between and after classes

CLASS EMAIL ACCOUNT: radyglobalseminar@gmail.com

BACKUP EMAIL IF THERE IS ANY DIFFICULTY SUBMITTING WRITTEN ASSIGNMENTS VIA CANVAS (on time)

mckaybacksubmissions@gmail.com This is a backup system for use when Canvas is not functioning properly, and a student is worried about a paper getting lost or marked late. Use this email **BEFORE THE DEADLINE** when 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.

UCSD DEI REQUIREMENT

“The DEI requirement offers a unique opportunity not only to educate our students, but also to develop innovative pedagogy that enables them to excel and lead in an increasingly complex and diverse society. To this end, a set of courses, offered across a broad array of disciplines, have been approved to fulfill the goals of the requirement.”

([UCSD DEI Call Letter FA 18](#))

COURSE DESCRIPTION

MGT 18GS: Managing Diverse Teams (DEI) is a study of teams at work, and the rich and varied experiences of people different in race, ethnicity, gender, religion, sexuality, language, ability/disability, age, 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?

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 the global talent pool in order to reap the benefits of diversity that the tech sector incorporates to remain competitive.

The global talent pool is struggling with tensions felt across Europe today. Companies in Dublin are doing what they can to cast a wide net in their recruitment efforts because they know diversity is best for team effectiveness. There are larger cultural issues with discrimination and prejudice, however, that make Dublin’s quest for diversity ever more challenging.

Here at home, UCSD works hard to build an inclusive community where students from many backgrounds are recruited and invited to make the campus their undergraduate home. Only with sustained effort and dedication to the tenets of diversity, equity and inclusion will barriers be removed and a true sense of welcome and belonging be felt by all students. Similarly, new college graduates with different cultural and racial backgrounds are recruited by Dublin firms striving to reflect London’s prosperity, yet aware that these firms will always remain in London’s shadow when it comes to international business and talent pools. With the implementation of Brexit and the economic impact on both of these great cities, themes of racism and xenophobia are intertwined in the debate and ripe for exploration and understanding. MGT 18GS students will meet business leaders in Dublin and London who offer company perspective and advice about ways to excel and lead in a diverse and complex global market.

COURSE OBJECTIVES

A study abroad version of **Managing Diverse Teams** is an ideal value-added extension of the original course. The Global Seminar format allows students to leave the UCSD campus to journey overseas where together they will share the outsider’s experience, yet do so within the intimacy of small group learning. In other words, we will be learning about subjects such as implicit bias and cultural competence in real time as the demand for personal growth and change is felt. Course content and pedagogy have been designed to accomplish the following objectives:

- To understand the role and importance of diverse teams in the modern workplace
- To understand and embrace diversity tension in a group learning environment
- To review contemporary literature on diversity as it pertains to workplace teams
- To recognize implicit bias and its potential to impact thinking and decision-making
- To learn how team members and leaders leverage diversity for positive team outcomes
- To understand psychological safety and how to overcome the challenges of separation, variety and disparity diversity
- To explore essential interpersonal skills necessary for collaborative team members
- To build cultural competence for future experiences as a leader of a global team
- To explore course readings through reflection, writing assignments and engagement exercises
- To grow in critical thinking, writing skills and cooperative work behaviors
- To consider how to address workplace discrimination – situational or organization-wide
- To grow in self-awareness and understanding about what it means to be a productive member and a successful participant of a virtual or co-located work team

GLOBAL SEMINAR EXCURSIONS (subject to change)

EXCURSION TYPE	DUBLIN	LONDON
Introduction to the city	Yes	Yes
History and Culture Touring	Yes	Yes

Guest Speakers	TBA Start-Up Dublin	Global Leadership
Company Tours (proposed – not confirmed)	TBA	TBA
Additional	Silicon Docks Walking Tour	

REQUIRED MATERIALS

Reader

****You will be given all the information you need for accessing your required readings. Most readings will be made available electronically via UCSD Library Reserves or through Harvard Course Pack.**

CANVAS

We rely on the course website to communicate with students, so plan to check it daily. Please check the Announcement function regularly, and **students will be responsible to stay up to date with all information.**

We also will organize a GroupMe, What’s App (or similar) account for text communication.

DRAFT SCHEDULE (subject to change at the discretion of the instructor)

WEEKS 1-5 MONDAY/TUESDAY/ WEDNESDAY/THURSDAY	TOPICS AND ACTIVITIES	READINGS AND OTHER IMPORTANT DUE DATES (tentative)
Week 1 – Dublin Orientation: TBA Lecture: TBA Excursions: TBA	Syllabus and course requirements Foundations of the Course: The Business Case for Diversity	Part A Readings TBA *See <i>Assigned Readings</i> at the end of the syllabus for details. COURSE QUIZ DUE TBA BEFORE 11:59 PM (Dublin time) • See CANVAS
	Diverse Teams at Work	Part B Readings TBA
Week 2 – Dublin Lecture: TBA Excursions: TBA	Modern Prejudice: Unconscious Bias and In-group Favoritism	Part A Readings TBA HOMEWORK Instructions for Assignments found on CANVAS> MODULES> Week 2. No submissions. Be prepared to discuss in class. The Social Identity Profile worksheet that is found in Modules> Week 2.

	Cultural Competence and Global Teams	Part B Readings TBA HOMEWORK Meyer's Cultural Profile (find link on CANVAS>Content>Week 2) Bring results to class.
Week 3 – Dublin Lecture: TBA Excursions: TBA	Understand Before You Are Understood: Psychological Safety and Communication	Part A Readings TBA
	Modern Workplace Teams: Personality	Part B Readings TBA
Week 4 – London Lecture: TBA Excursions: TBA	Conflict in Diverse Settings	Part A Readings TBA
	Leading 21st Century Teams (I)	Part B Readings TBA
Week 5 – London Lecture: TBA Excursions: TBA	Leading 21st Century Teams (II)	Part A Readings TBA
	Responding to Workplace Discrimination: Micro-case Analyses	Part B Readings TBA

DATES FOR LEADERSHIP & DIVERSITY JOURNAL (These will be short writing assignments of 1200-words max)		
	DUE DATE	ESSAY PROMPT
Journal #1	???	See Essay folder
Journal #2	???	See Essay folder
Journal #3	???	See Essay folder
Journal #4	???	See Essay folder
Journal #5	???	See Essay folder

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, small group activities, and excursions 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 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.

DUE DATES: All due dates are firm and **late submissions are not graded** except under the most extenuating circumstances (serious medical issues, emergencies, etc.). Only the most extenuating circumstances would be cause for a make-up opportunity and would require approval and relevant documentation.

GRADING

Assignments	Percentage
Diversity & Leadership Journals See due dates above and in Canvas>Essay folder	50%
Student Engagement and Contribution to the Learning Environment Attendance, Participation, completion of Engagement Exercises, Excursions, etc.	50%

GRADE SCALE FROM CANVAS (P/NP requires 69.5 to pass)

From 96.5 to 100 = A+	From 73.5 to < 76.5 = C
From 93.5 to < 96.5 = A	From 69.5 to < 73.5 = C-
From 89.5 to < 93.5 = A-	From 66.5 to < 69.5 = D+
From 86.5 to < 89.5 = B+	From 64 to < 67 = D
From 83.5 to < 86.5 = B	From 59.5 to < 63.5 = D-
From 79.5 to < 83.5 = B-	From 0 to < 59.5 = F
From 76.5 to < 79.5 = C+	69.5 or greater is required to Pass

****Notes:**

1. Raw scores and percentages are released through Canvas/Grades in a timely manner.
2. Grading and/or recording errors must be reported within 7 days of appearing on Canvas.
3. If a curve is considered, it will be applied consistently to the final raw score on each of the exams.

4. The grade scale is firm and there is no opportunity for extra credit beyond the total percentage value of the Exams, Writing Assignments and Participation measures respectively. Total score cannot exceed 100% in any respective category, i.e., exams, essays, or participation.
5. There is no grade negotiation at the end of the class; final grades are rounded up unless specifically announced otherwise by the professor.

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. 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.

A NOTE ON STUDENT SUCCESS

The course revolves around your active participation throughout the quarter. There is a clear expectation that students will read the assigned readings, attend the lectures, collaborate with assigned teammates and, just as importantly, participate in engagement exercises and review quizzes that contribute to the overall learning experience. The professor and TA are available during scheduled office hour times or by appointment.

ACADEMIC INTEGRITY

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an 'F' in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself: a) is what I'm about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and, b) would my instructor approve of my action? You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu"
(Source: Academic Integrity Office, 2018)

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 on writing assignments and cheating on exams are serious offenses. Please see your instructor if you have any questions or concerns.

ARTIFICIAL INTELLIGENCE/LARGE LANGUAGE MODELS

MGT 18 students are expected to make use of 'AI' technologies in a responsible and ethical manner and can be subject to disciplinary action if they attempt to use such technologies to shortcut individual homework, team assignments (essays, projects, etc.), quizzes or exams. MGT 18 provides numerous opportunities for personal reflection and team dialogue. Use of advanced search engine/large language-model 'AI' technologies such as ChatGPT, Bing or Bard is welcome to *supplement* learning and explore concepts used in the MGT 18 course (Note: students are responsible for accuracy.). The direct use of content generated by AI, however, is not acceptable for

submission in any graded assignments, quizzes, or examinations by individuals or teams in which students are required to think through their own responses, provide original writing and make use of their own personal contexts and/or creativity. Using a robot in such a case may constitute plagiarism or cheating. It is the responsibility of each student to ensure their use of AI tools does not constitute academic misconduct.

STUDENTS WITH DISABILITIES

*“Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/>). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **in advance** of any exams or assignments.”*

COPYRIGHT

The class lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in these materials. You may take notes and make copies of course materials for your own use. You may also share these materials with another student who is enrolled in this course.

You may not reproduce, distribute or display (post/upload) lecture content, quizzes or recordings of course materials in any other way — whether or not a fee is charged — without my express prior written consent. You also may not enable others to do so.

If you do so, you may be subject to student conduct proceedings under the UC San Diego Student Code of Conduct. Similarly, you own the copyright of your original papers and writing assignments. If I am interested in posting your submissions or writing assignments on the course website, I will ask for your written permission.