MGT 18GS
MANAGING DIVERSE TEAMS (DEI)
Summer Session II, 2021

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
- Richmond American University, South Kensington, London campus

TIME: MGT 18GS: Monday, Tuesday, Thursday 10:15am to 12:00pm, Wednesday Excursions, etc. Please anticipate some exceptions that will be announced in advance.

PROFESSOR: **Mary A. McKay**
OFFICE HOURS: by appointment before, between and after classes
CLASS EMAIL ACCOUNT: radyglobalseminar@gmail.com

BACKUP EMAIL FOR CANVAS/TURNITIN
All sections of all courses: mckaybackupforturnitin@gmail.com
This is a backup system for use when students are submitting written work just minutes before the date and time due – for use when/if you do not receive confirmation of accurate submission via Canvas. 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 - pending) 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 the tech sector thrives upon to remain competitive.

The global talent pool is struggling with tensions felt across Europe today, and while 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 that make Dublin's quest for diversity more challenging than ever.

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 they will always remain in its shadow when it comes to international business and talent pools. On the eve of Brexit and its potential 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 today's reliance on teams as the primary unit of workplace productivity
- To understand the role and importance of diverse teams in the modern workplace
- To learn how team members and leaders must leverage diversity for positive team outcomes
- To review contemporary literature on diversity and workplace teams
- To recognize implicit bias in one's self and its potential to impact thinking, decision-making, and behaviors
- To learn and practice vigilance in order to reduce the impact of implicit bias in one's personal and professional endeavors
- To understand psychological safety and the associated challenges of separation, variety and disparity diversity
- To build cultural competence for future experiences as a member or leader of a global team
- To grow in self-awareness and understanding about what it means to be a productive member and a successful leader of a diverse team
- To explore course readings through a journal assignment partnering students different in one or more aspects of their identity (e.g., race, ethnicity, gender, religion, sexuality, language, ability/disability, age, etc.)
- To understand and embrace diversity tension in a small group learning environment and other settings
- To grow in critical thinking and writing skills and cooperative work behaviors
- To prepare for the possibility of workplace discrimination – situational or organization wide

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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 (to be confirmed)	OPTUM, Inc. (tech arm of United Health Group) Accenture: Global Innovation Dock Viasat (not yet confirmed)	Nike, Inc. FactSet, Inc. Ramboll, Inc.
Additional	Innovation and Entrepreneurship at TCD Silicon Docks Walking Tour A day out of the city (TBA)	

REQUIRED MATERIALS

Reader

UCSD faculty are required to follow copyright laws, and so with the help of Cognella (publisher), we compile copy written materials in a convenient book-form for student use. The Course Reader for MGT 18GS 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 CANVAS. **Your dollars go to the copyright holders (e.g., Harvard Business School Publishing, MIT Sloan Publishing, etc.), and Cognella, Inc. (a private entity founded in 1992 by a UCSD alum).**

i>Clicker

i>Clicker is a classroom response system that promotes student engagement and enhances classroom interaction. Students will use a remote device (must purchase in advance) to participate in RR Points and feedback opportunities embedded in classroom discussion and exercises. The i>Clicker polling system is particularly effective when anonymous input will promote more robust discussion. You will need your i>Clicker for every class meeting as no paper copies will be accepted.

Blog Posts

These are NOT in your reader but are shown on the syllabus and in the Table of Contents for the reader. Make a free account at HBR.org. Easy ways to access blogs:
- Via links in the syllabus
- On CANVAS via links in the content folder for the week a blog is required
- Via Google search (author/title)

CANVAS

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, What's App (or similar) account for text communication.

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
Week 1 – Dublin Orientation: August 2 Lecture: August 3 and 5 Excursions: August 4	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 WEDNESDAY, AUGUST 7 BEFORE 11:59 PM (Dublin time) • See CANVAS**
	Diverse Teams at Work	Part B Readings 4-6*
Week 2 – Dublin Lecture: August 9-10 and 12 Excursions: August 11	**Modern Prejudice: Unconscious Bias and In-group Favoritism**	Part A Readings 7-10* **HOMEWORK Instructions for Assignments #1, #2 and #3 found on CANVAS> MODULES> 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 CANVAS>Content>Week 2 Part B) Bring results to class.**

Week 3 – Dublin **Lecture: August 16-17 and 19** **Excursions: August 18**	**Understand Before You Are Understood: Psychological Safety and Communication**	Part A Readings 14-16*
	Modern Workplace Teams: Gender and Age	Part B Readings 17-20*
Week 4 – Dublin **Lecture: August 23-24 and 26** **Excursions: August 25**	**Conflict in Diverse Settings**	Part A Reading 21*
	Leading 21st Century Teams (I)	Part B Readings 22-23*
Week 5 – London **Lecture: August 30-31 and September 2** **Excursions: September 1 and 3**	**Leading 21st Century Teams (II)**	Part A Reading 24*
	Responding to Workplace Discrimination: Micro-case Analyses	Part B Readings 25-26*

DUE DATES FOR LEADERSHIP AND DIVERSITY ESSAYS
(these will be short writing assignments of 900-words max
and will involve a student partner and the exchange of feedback)

	DUE DATE	**ESSAY PROMPT**
Essay #1	**Upon arrival**	**See Essay folder**
Essay #2	**???**	**See Essay folder**
Essay #3	**???**	**See Essay folder**
Essay #4	**???**	**See Essay folder**
Essay #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 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.). Only the most extenuating circumstances would be cause for a make-up opportunity and would require advance approval and approved documentation.

GRADING

Assignments	Percentage
Reading Quiz Q+A (I)	**20%**
Leadership and Diversity Essays (C) 5 Submissions – See due dates above and in Canvas>Essay folder	**40%**
Student Engagement and Contribution to the Learning Environment (I, G, and C) Attendance, Participation, completion of Introductory Course Quiz, Excursions, etc.	**40%**

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 CANVAS <mark>(P/NP requires 69.5 to pass)</mark>

Between 97 and 100 = A+

Between 94 and less than 97 = A

Between 90 and less than 94 = A-

Between 87 and less than 90 = B+

Between 84 and less than 87 = B

Between 80 and less than 84 = B-

Between 77 and less than 80 = C+

Between 74 and less than 77 = C

Between 70 and less than 74 = C-

Between 67 and less than 70 = D+

Between 64 and less than 67 = D

Between 60 and less than 64 = D-

Less than 60 = F

**Notes:
1. **Raw scores and percentages are released through CANVAS Grades 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. 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.

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.

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 ASAP for further information or contact the Office for Students with Disabilities at (858) 534-4382 or https://osd.ucsd.edu/.

REQUIRED READINGS

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

WEEK 1

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

1. **Page, S. E. (2007). Making the Difference: Applying a Logic of Diversity.** *Academy of Management Perspectives.*

2. **Banaji, M. R., Bazerman, M. H., & Chugh, D. (2003). How (Un) Ethical Are You?** *Harvard Business Publishing***, Product #R0312D-PDF-ENG.**

3. Lanvin, B., Evans, P., & Rodriguez-Montemayor, E. (2017). Diversity as a Lever For Talent Competitiveness. In *The Global Talent Competitiveness Index 2018* (pp. 3-34). Retrieved from https://gtcistudy.com/wp-content/uploads/2018/01/GTCI-2018-web.r1-1.pdf

PART B: DIVERSE TEAMS AT WORK

4. **Katzenbach, J. R. & Smith, D. K. (2005). The Discipline of Teams.** *Harvard Business Publishing***, Product # R0507P-PDF-ENG.**

5. **Cardona, P. & Miller, Paddy. (July, 2004). "Leadership in Work Teams." Harvard Business Publishing Product # IES087-PDF-ENG.**

6. Hackman, J. (2011). Six Common Misperceptions About Team Work. http://blogs.hbr.org/cs/2011/06/six_common_misperceptions_abou.html

WEEK 2

PART A: MODERN PREJUDICE: UNCONSCIOUS BIAS AND IN-GROUP FAVORITISM

7. **Davidson, M. N. (2002). Primer on Social Identity: Understanding Group Membership.** *Harvard Business Publishing***, Product # UV0644-PDF-ENG.**

8. **Sucher, S. J. (2007). Differences at Work: The Individual Experience.** *Harvard Business Publishing,* **Product # 608068-PDF-ENG.**

9. **Sucher, S. J. (2007). Social Identity Profile.** *Harvard Business Publishing,* **Product # 608091-PDF-ENG.**

10. **Polzer, J. T. & Elfenbein, H. A. (2003). Identity Issues in Teams.** *Harvard Business School,* **Product # 403095-PDF-ENG.**

PART B: CULTURAL COMPETENCE AND GLOBAL TEAMS

11. **Earley, P. C. & Mosakowski, E., (October, 2004). "Cultural Intelligence." Harvard Business Publishing Product # R0410J-PDF-ENG.**

12. **Meyer, Erin (2014). Navigating the Cultural Minefield. *Harvard Business Publishing*, Product # R1405K-PDF-ENG.**

13. Meyer, Erin (January 25, 2016). Mapping Out Cultural Differences on Teams. http://erinmeyer.com/2016/01/mapping-out-cultural-differences-on-teams/

WEEK 3

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

14. Duhigg, C. (February 28, 2016). "What Google Learned From Its Quest to Build the Perfect Team." http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=0

15. **Edmondson, A. C. & Roloff, K. S. (2009). Leveraging Diversity Through Psychological Safety. *Harvard Business Publishing,* Product # ROT093-PDF-ENG.**

16. **Pentland, A. (2012). The New Science of Building Great Teams. Harvard Business School, Product # R1204C-PDF-ENG.**

PART B: MODERN WORKPLACE TEAMS: GENDER AND AGE

17. **Siebdrat, F., Hoegl, M., Ernst, H. (July 1, 2009). "How to Manage Virtual Teams." Harvard Business Publishing Product # SMR322-PDF-ENG.**

18. OPTIONAL: Howe, N. and Nadler, R. (February 28, 2012). "Why Generations Matter: Ten Findings from LifeCourse Research on the Workplace." https://www.lifecourse.com/assets/files/workforce-pages/Why_Generations_Matter.pdf

19. **Woolley, A., Malone, T. & Berinato, S. (June, 2011). "What Makes a Team Smarter? More Women," Harvard Business Publishing Product # F1106D-PDF-ENG.**

20. Steiger, K. (June 5, 2013). "When Women Don't Take Credit for Their Own Good Work" http://www.theatlantic.com/sexes/archive/2013/06/when-women-dont-take-credit-for-their-own-good-work/276555/

WEEK 4

PART A: MIDTERM + CONFLICT IN DIVERSE SETTINGS

21. Davidson, M. N. (2001). Managing Conflict in Organizations. *Darden Business Publishing*, Product # UV0416-PDF-ENG.

PART B: LEADING 21ST CENTURY TEAMS

22. Garvin, D. A. (December 1, 2013). "How Google Sold Its Engineers on Management," Harvard Business Publishing Product # R1312D-PDF-ENG.

23. Sitkin, S. B. & Hackman, J.R. (September, 2011). "Developing Team Leadership: An Interview with Coach Mike Krzyzewski." Academy of Management Learning & Education, Vol. 10, No. 3, 494–501.

WEEK 5

PART A: LEADING 21ST CENTURY TEAMS

24. Ellington-Booth, B. & Cates, K. L. (April, 2012). "Growing Managers: Moving from Team Member to Team Leader." Harvard Business Publishing Product # KEL629-PDF-ENG.

PART B: RESPONDING TO WORKPLACE DISCRIMINATION: MICRO-CASE ANALYSES

25. Hewlitt, S. A., Rashid, R., & Sherbin, L. (2017) Diversity's Positive Impact on Innovation and Outcome. In *The Global Talent Competitiveness Index 2018* (pp. 45-52). Retrieved from https://gtcistudy.com/wp-content/uploads/2018/01/GTCI-2018-web.r1-1.pdf

26. Groysberg, B. & Connolly, K. (2013). Great Leaders Who Make the Mix Work. *Harvard Business Publishing*, Product # R1309D-PDF-ENG.