

MGT 18GS MANAGING DIVERSE TEAMS (DEI) Summer Session II, 2023

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)
mckaybackupsmissions@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 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

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)	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 Day trip to Belfast	

REQUIRED MATERIALS

Reader

****You will be given all the information you need for purchasing your reader well in advance of departure. Most readings will be made available via UCSD Course Reserves**

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.

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 #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 TBA HOMEWORK Meyer's Cultural Profile (find link on CANVAS>Content>Week 2 Part B) 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: Gender and Age	Part B Readings TBA

Week 4 – Dublin 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

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.

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 Quizzes 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 (P/NP requires 69.5 to pass)

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 MGT 18 is a class with multiple written submissions. I'm sad to report that I submit Academic Integrity Violation Reports on a very regular basis. As members of the Rady School, we pledge ourselves to uphold the highest ethical standards. This means that I take my role very seriously and expect that each student takes responsibility to learn what it means to excel with integrity on all work. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. Websites such as Course Hero, Chegg, etc. are often cited in violations. In addition, students should know of the very serious consequences for contract cheating. Previous students of mine have faced every consequence up to and including 1-year suspensions from the University and permanent dismissal. Please carefully read the announcement about Turnitin and see me if you have ANY questions or concerns. We are here to help.

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all 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)

STUDENTS WITH DISABILITIES A student who has a disability or special need and requires an accommodation 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. Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter 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. 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>.

NONDISCRIMINATION POLICY STATEMENT The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy,¹ physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.² The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. (http://ophd.ucsd.edu/policies-procedures/nps_student.html)

TITLE IX The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Rady students have the right to an educational environment that is free from harassment and discrimination. Information about reporting options may be obtained at OPHD at (858) 534-8298 or <http://ophd.ucsd.edu>.