Rady | **UCSanDiego**
School of Management

MGT 18: MANAGING DIVERSE TEAMS (DEI)

PROFESSOR: MARY A. MCKAY

TERM: SPRING 2021
STUDENT CLASS: Undergraduate, Lower Division Standing
DELIVERY PLATFORM: Live lectures via ZOOM
SYNCHRONOUS LECTURES: Tuesdays and Thursdays 2:00 to 3:20pm (Pacific Standard Time)

CLASS EMAIL ACCOUNT FOR MGT 18 D: radymgt18d@gmail.com

PROFESSOR OFFICE HOURS: Tuesdays and Thursdays 1:30 to 2:00 pm and by appointment. Please see *Canvas>Homepage* (syllabus) for Zoom links

TA OFFICE HOURS: the TA Team will introduce themselves on *Canvas>Announcements*. Find Zoom links to OHs on *Canvas>Homepage*

TA EMAIL: Always use class email account above

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

ACADEMIC ADVISORS FOR RADY UNDERGRADUATE PROGRAMS: Use the Virtual Advising Center for all inquires

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WEEK AT A GLANCE ANNOUNCEMENTS: Students will receive a weekly announcement on Friday mornings with information describing the coming calendar week in detail. Topics will include readings, requirements, deadlines, etc. These weekly announcements go a long way toward building student confidence about how to be successful in MGT 18. Read them carefully.

IMPORTANT: Each quarter through COVID requires extra patience (and a sense of humor) to survive and thrive in our new environment. Yes, we are all growing in experience, but chances are we will all make a mistake or two. I will rely on students to bring their energy and interest to our learning community. I will also protect students as best I can in the case of faculty/TA/system errors.

COURSE DESCRIPTION: "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)

Managing Diverse Teams is a study of teams at work, and the rich and varied experiences of people different in cognition, 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? What are the challenges and potential rewards for members and leaders of diverse teams? For team leaders, what are the contributions and challenges of diversity? What are the special demands of global team leadership? What tools are available for global team leaders who wish to grow in cultural competence? What is the direction of future practice?

The course has been grounded in research literature and practice. Early readings on diversity promote a positive approach to our study, recognize the innate tension that exists where there are differences and similarities among people, and move beyond early models and theories to influential works of the new millennium. This 10-week exploration will focus on teams in today's modern organizations and global team leadership.

COURSE OBJECTIVES

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 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 develop the skills of effective remote team participation
- To prepare for the possibility of workplace discrimination – situational or organization wide

MGT 18 COURSE READER VIA REDSHELF

<mark>****You will find all the information you need for purchasing your reader on *Canvas>Announcements*. Please read the announcement carefully as there are options. Look for information about RedShelf AND the Cognella e-reader (each has advantages).**</mark>

Note: UCSD faculty are required to follow copyright laws, and so with the help of a publishing company (Cognella), we compile copyrighted materials in a convenient form for student use. **The Course Reader for MGT 18 contains required readings, and student success depends on completion of the readings BEFORE each lecture.** If you choose to order a reader, your dollars (or Financial Aid) will go to the copyright holders (e.g., Harvard Business School Publishing, MIT Sloan Publishing, etc.), RedShelf, and Cognella (a private entity founded by a UCSD alum in 1992).

CANVAS

I rely on the course website to communicate with students, so plan to check it daily, as **I hold students responsible to stay up to date with all information**. If you are not receiving any announcements during the first week, there may be a problem with your Canvas Notifications.

GRADING

Assignments	Percentage
Quizzes (I) Quiz #1 covers Weeks 1-5 (15%) Quiz #2 covers Weeks 6-10 (15%)	**30%**
Individual Essay: Identity and Diversity (I)	**20%**
Cultural Competence Team Project (G)	**15%**
Final Team Paper (G) covering material from Weeks 1-10	**15%**
Student Engagement/Participation: (I and C) Asynchronous (C) OR Synchronous (C) E/P Credit 17% Behavioral Lab 2% (I – See *Canvas>Announcements* for Lab information) Course Quiz 1% (I – See *Canvas>Assignments* for Course Quiz)	**20%**
TOTAL	**100%**

KEY:

I – Independent, individual work only. No collaboration or consultation allowed. If you need a second pair of eyes on your work as you edit, or if you need greater assistance with your writing, please inquire at the Writing Hub on campus (https://writinghub.ucsd.edu/what-we-do/remote-services.html). Other forms of assistance may be a violation of the UCSD policy on Academic Integrity.

G – Students may work together in groups and submit 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

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

Pass/No Pass students must earn a 69.5 in order to receive a Pass

**Notes:
1. **Deadlines are firm. We grade what is submitted on time.**
2. **Raw scores and percentages are released through the Canvas Grade Book in a timely manner. We release grade columns when all papers are graded. If a column is released and you do not show a grade, either we do not have a record of your work or there is a problem with your work. Please use the class email account for inquiries.**
3. **Grading and/or recording errors must be reported via email within 7 days of appearing on Canvas Grades.**
4. **Your final course grade is rounded up (e.g., 89.49 receives a B+ and 89.5 receives an A-).**
5. **If a curve is required, it will be applied at the very end of the grading period on the cumulative percentage for the quarter. I have rarely used a curve, so please do not anticipate this happening.**
6. **The grade scale is firm and there will be no grade negotiation.**

HOW THIS COURSE WORKS

- **WEEKLY PREPARATION:** This course has always been highly interactive and will continue to be, even as a remote experience. Reading is completed *before* each week of lecture because your preparation is an important part of the learning experience. Please be prepared to share your insight, curiosity, and critique. Be brave and speak up! Your teammates and I want to hear from you. All readings for the upcoming week must be completed before Tuesday so that everyone arrives to class fully prepared to engage.

- **ENGAGEMENT/PARTICIPATION FOR SYNCHRONOUS STUDENTS:** Students who declare in the Time Zone Survey that they are participating synchronously for the quarter are expected to attend class twice a week for the full lecture. As well, they are expected to contribute <u>actively</u> to all team endeavors – discussions, exercises, projects and papers. Engagement/Participation (E/P) Credit is given to students who attend (we will use Zoom usage reports for this data), **and** submit team discussion notes covering the entire week (these are submitted at the end of Thursday lectures). *Look for the Time Zone Survey to be sent via email sometime over the weekend before the quarter begins.

- **ENGAGEMENT/PARTICIPATION FOR ASYNCHRONOUS STUDENTS:** Students who declare in the Time Zone Survey that they are participating asynchronously for the quarter are expected to view recorded lecture during the same week it is offered AND meet at least once with their team for discussion purposes. Asynchronous students will earn Engagement/Participation (E/P) credit by viewing recorded lectures, and submitting team discussion notes each Sunday BEFORE 11:59pm (see *Canvas>Assignments* for additional information). *Look for the Time Zone Survey to be sent via email sometime over the weekend before the quarter begins.

- **ALL STUDENTS:** All class sessions will be recorded in Zoom and made available on *Canvas>Media Gallery* for asynchronous viewing. This is designed to support asynchronous students <u>and</u> those synchronous students unable to attend lecture in a given week due to unforeseen circumstances (illness, etc.).

  At the end of the quarter, the lowest score for E/P Credit will be dropped for each student. This will cover one full or partial week of absence or incomplete work. Otherwise, there will be no late submissions accepted, nor will there be credit given for students who do not participate in discussions <u>with their teams</u>. For students to receive E/P Credit, they must engage with their teams during the scheduled discussions (synchronous teams – in lecture, asynchronous teams – agreed upon weekly team discussion) AND submit their notes by the due date. E/P Credit requires TEAM participation and engagement.

- **STUDENT TEAMS:** Students will be placed in teams of approximately 4 during Week 2. We will do our best to accommodate for significant differences in time zones by creating teams of students who intend to participate synchronously, and teams of students who intend to participate asynchronously and are similar in time zone. Student teams will engage in discussion during class AND will be responsible for deliverables with real impact on student grades that require additional team meetings outside of class time. Once you commit to a synchronous team, your presence in lecture is required. If this is too burdensome, choose asynchronous participation or consider taking the course at another time.

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

WEEKS 1-10 TUESDAY/ THURSDAY	TOPICS AND ACTIVITIES	READINGS AND OTHER IMPORTANT DUE DATES	TEAMS
Week 1 March 30 and April 1	**Foundations of the Course: The Business Case for Diversity**	Syllabus, course requirements, OHs, etc. Lecture on *Required Readings* 1-3 See *Required Readings* at the end of the syllabus and/or Table of Contents in the MGT 18 Course Reader	**SYNCHRONOUS** Random discussion groups in lecture (no notes for Week 1) **ASYNCHRONOUS** Individual lecture viewing (no notes for Week 1)
Week 2 April 6 and 8	**Diverse Teams at Work**	*Required Readings* 4-6 **Course Quiz Due Monday, APRIL 12TH BEFORE 11:59pm … See Canvas Assignments**	**SYNCHRONOUS** In class only, team notes (individual submission) **ASYNCHRONOUS** Weekly discussion meeting for team notes (individual submission)
Week 3 April 13 and 15	**Social Identity and Modern Prejudice: Unconscious Bias and In-Group Favoritism**	*Required Readings* 7-11 **HOMEWORK #1:** Instructions found on *Canvas> Modules>Week 3*. No submission required, but be prepared to discuss in class. **HOMEWORK #2:** Complete the Social Identity Profile worksheet found in your reader (adjust home/work to home/school). **Individual Essay Due: Sunday, April 18 BEFORE 11:59 pm**	**SYNCHRONOUS** In class only, team notes (individual submission) **ASYNCHRONOUS** Weekly discussion meeting for team notes (individual submission)

Week 4 April 20 and 22	Understand Before You Are Understood: Psychological Safety	*Required Readings* 12-14	**SYNCHRONOUS** In class only, team notes (individual submission) **ASYNCHRONOUS** Weekly discussion meeting for team notes (individual submission)
Week 5 April 27 (lecture) Quiz #1 Thursday, April 29 covers Weeks 1-5 ▪ 12-hour window (details TBA) ▪ 45-minute Quiz (approx.)	Personality Matters 80-minute lecture Additional information closer to test date: *Canvas> Announcements*	*Required Reading* 15 (this is covered on Quiz #1)	**SYNCHRONOUS** In class only, half-lecture team notes (individual submission) **ASYNCHRONOUS** Weekly discussion meeting for half-lecture team notes (individual submission)
Week 6 May 4 and 6	Cultural Competence and Global Teams	*Required Readings* 16-20 **HOMEWORK:** Complete Meyer's Cultural Profile: *Canvas>Modules>Week 6* No submission required. Plan to discuss in class. Cultural Competence Team Project Due: Wednesday, May 12th BEFORE 11:59 pm	**SYNCHRONOUS** In class for team discussion and notes (individual submission) PLUS additional team meetings outside of lecture for CCTP **ASYNCHRONOUS** Weekly discussion meeting for team notes (individual submission) PLUS CCTP (plan for extra meeting time)
Week 7 May 11 and 13	Good Conflict	*Required Readings* 21-23 **HOMEWORK:** Complete Conflict Styles Assessment: *Canvas>Modules>Week 7* No submission required. Plan to discuss in class.	**SYNCHRONOUS** In class for team discussion and notes (individual submission) PLUS additional team meetings outside of lecture for CCTP

			ASYNCHRONOUS Weekly discussion meeting for team notes (individual submission) PLUS CCTP (plan for extra meeting time)
Week 8 May 18 and 20	**Leading 21st Century Teams at ColorTech Greenhouses, Inc.**	*Required Readings* 24-26 **Melissa Richardson In-Class Challenge - Team Competition:** The winning team will be rewarded with bonus points added to their Quiz #2 raw score. **Due:** Synchronous teams compete during lecture and submit on the 20th. Asynchronous teams will submit by May 23rd (this is submitted in place of Discussion Notes for E/P Credit).	**SYNCHRONOUS** In-class completion and submission of Melissa Richardson Case report (report is submitted in place of discussion notes for E/P Credit) **ASYNCHRONOUS** Weekly discussion meeting dedicated to 80-minute Melissa Richardson Case report (report is submitted in place of discussion notes for E/P Credit)
Week 9 May 25 and 27	**Virtual Teams + Grad Panel**	*Required Readings* 27-29 **GRAD Panel on Diverse, Global and Virtual Experiences** **GRAD Panel Exercise:** Synchronous teams will complete this during lecture and submit on Thursday May 27. Asynchronous teams will submit by May 30 (this is submitted in place of Discussion Notes for E/P Credit).	**SYNCHRONOUS** In-class completion and submission of Virtual Grad Panel Exercise (this is submitted in place of your discussion notes for E/P Credit) **ASYNCHRONOUS** Weekly discussion meeting dedicated to Virtual Grad Panel Exercise (this is submitted in place of your discussion notes for E/P Credit)

Week 10 June 1 (lecture) QUIZ #2 Thursday, June 3 Covers Weeks 6-10 12-hour window 45-minute quiz (approx.)	Diverse Teams in Practice 80-minute lecture	*Required Reading* 30	SYNCHRONOUS In class only, half-lecture team notes (individual submission) ASYNCHRONOUS Weekly discussion meeting for half-lecture team notes (individual submission)
FINAL TEAM PAPER: INTERVIEW SCENARIO		Assignment Due: Tuesday, June 8 BEFORE 11:59 pm	SYNCHRONOUS Additional team meetings for completion and submission of Final Team Paper ASYNCHRONOUS Additional team meetings for completion and submission of Final Team Paper

QUIZZES AND OTHER DUE DATES: All due dates are firm and communicated before the first class meeting. When, due to extenuating circumstances, there is cause for a make-up opportunity or late submission, students must have advance approval from the instructor plus approved documentation. Medical emergencies are handled on an individual basis.

- **Late submittals of written work are not graded** except under the most extenuating circumstances (e.g., serious medical issues)
- The **QUIZ** dates are firm, but to accommodate students in different time zones, quizzes will be made available for multiple hours. Each student will have a limited amount of time to complete the quiz. Details will be made available closer to quiz dates on *Canvas>Announcements*.

PASS/NO PASS OPTION

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 and to be a productive member of your team. I hope your goal is the same, although I appreciate your desire to increase grade certainty. You will need a 69.5% to pass the

course. **All students, including those who choose pass/no pass are required to participate fully in the Final Team Paper.**

ACADEMIC INTEGRITY

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. Please read carefully 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 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 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 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. **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)

REQUIRED READINGS

All bolded items are in the reader. Others can be found via links embedded here and via Canvas (see modules by WEEK or Course Reserves as indicated). New readings for 2020-21 are boxed and shaded. All readings are REQUIRED. RR = real reading in page count.

WEEK 1: FOUNDATIONS OF THE COURSE: THE BUSINESS CASE FOR DIVERSITY

1. Goldsmith, M. (2010, June 16). "Learn to Embrace the Tension of Diversity."

    http://blogs.hbr.org/goldsmith/2010/06/learn_to_embrace_the_tension_o.html

2. Phillips, K. W. (2014). "How Diversity Makes Us Smarter."

    https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/

3. Page, Scott E., (November, 2007). "Making the Difference: Applying a Logic of Diversity." Academy of Management *Perspectives*. **(first 7 pages, *Canvas>Course Reserves*)**

WEEK 2: DIVERSE TEAMS AT WORK

4. **Cardona, P. & Miller, Paddy. (July, 2004). "Leadership in Work Teams." Harvard Business Publishing Product # IES087-PDF-ENG. RR 16.5**

5. Hackman, J. (June 7, 2011). "Six Common Misperceptions About Team Work."

    http://blogs.hbr.org/cs/2011/06/six_common_misperceptions_abou.html

6. **Pentland, A. (April, 2012). "The New Science of Building Great Teams." Harvard Business School Product # R1204C-PDF-ENG. RR 8**

WEEK 3: SOCIAL IDENTITY AND MODERN PREJUDICE: UNCONSCIOUS BIAS AND IN-GROUP FAVORITISM

7. **Davidson, M. N. (August, 2002). "Primer on Social Identity: Understanding Group Membership." Harvard Business Publishing Product #: UV0644-PDF-ENG. RR 2.5**

8. **Sucher, S. J. (November, 2007). "Differences at Work: The Individual Experience." Harvard Business Publishing Product # 608068-PDF-ENG. RR 4**

9. **Sucher, S. J. (November, 2007). "Social Identity Profile." Harvard Business Publishing Product # 608091-PDF-ENG**. No RR – Checklist in reader to be completed before lecture

10. **Banaji, M. R., Bazerman, M. H., & Chugh, D. (December, 2003). "How (Un) Ethical Are You?" Harvard Business Publishing Product #R0312D-PDF-ENG. RR 7.5**

11. **Charlesworth, T. E. S. & Banaji, M. R. (2019). "How Americans' Biases are Changing (or Not) Over Time." Harvard Business Publishing Product # H052BA-PDF-ENG. RR 2.5**

WEEK 4: UNDERSTAND BEFORE YOU ARE UNDERSTOOD: PSYCHOLOGICAL SAFETY

12. 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 (also available in Canvas>CourseReserves)

13. **Edmondson, A. C. & Roloff, K. S. (September, 2009). "Leveraging Diversity Through Psychological Safety." Harvard Business Publishing Product # ROT093-PDF-ENG. RR 4**

14. Snow, Shane (2020). "How Psychological Safety Actually Works," https://www.forbes.com/sites/shanesnow/2020/05/04/how-psychological-safety-actually-works/#522810b6f864

WEEK 5: PERSONALITY MATTERS + QUIZ #1

15. **Johnson Vickberg, S.; Christfort, K., Fisher, H.; Beard, A.; Harrell, E. (March, 2017). "Spotlight on the New Science of Team Chemistry." Harvard Business School Product # R1702B-PDF-ENG. RR 10.5**

WEEK 6: CULTURAL COMPETENCE AND GLOBAL TEAMS

16. **Earley, P. C. & Mosakowski, E., (October, 2004). "Cultural Intelligence." Harvard Business Publishing Product # R0410J-PDF-ENG. RR 6.5**

17. **Meyer, Erin. (May, 2014). "Navigating the Cultural Minefield." Harvard Business Publishing Product # R1405K-PDF-ENG. RR 4**

18. Meyer, Erin. (January 25, 2016) "Mapping Out Cultural Differences on Teams." https://www.erinmeyer.com/mapping-out-cultural-differences-on-teams/

19. Meyer, Erin. (September 16, 2015) "Building Trust Across Cultures." https://www.erinmeyer.com/building-trust-across-cultures/

20. Meyer, Erin. (September 16, 2015) "The Most Productive Ways to Disagree Across Cultures." https://knowledge.insead.edu/blog/insead-blog/the-most-productive-ways-to-disagree-across-cultures-3936

WEEK 7: GOOD CONFLICT

21. **Davidson, M. N. (2001). "Managing Conflict in Organizations." Darden Business Publishing Product # UV0416-PDF-ENG. RR 8**

22. **Davey, Liane (2019). "Let Your Team Have That Heated Conversation"**
    https://hbr.org/2019/12/let-your-team-have-that-heated-conversation

23. **Connor, Jeffrey C. (September-October, 2000). "It Wasn't About Race. Or Was It?" Harvard Business Publishing # R00502-PDF-ENG. RR 6.5**

WEEK 8: LEADING 21ST CENTURY TEAMS AT COLORTECH GREENHOUSES, INC.

24. 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. RR 7.5 **(Canvas>CourseReserves)**

25. **Williams, J. C. & Mihaylo, S. (November-December, 2019). "How the Best Bosses Interrupt Bias on Their Teams." Harvard Business Publishing Product # R1906L-PDF-ENG. RR 4**

26. **Ellington-Booth, B. & Cates, K. L. (April, 2012). "Growing Managers: Moving from Team Member to Team Leader." Harvard Business Publishing Product # KEL629-PDF-ENG. RR 10.5**

WEEK 9: VIRTUAL TEAMS + GRAD PANEL

27. **Siebdrat, F., Hoegl, M., Ernst, H. (July 1, 2009). "How to Manage Virtual Teams." Harvard Business Publishing Product # SMR322-PDF-ENG. RR 5.5**

28. Buffer (2020 pre-COVID). "The 2020 State of Remote Work."
    https://lp.buffer.com/state-of-remote-work-2020

29. PwC (June, 2020). "US Remote Work Survey: When everyone can work from home, what's an office for?" https://www.pwc.com/us/en/library/covid-19/us-remote-work-survey.html

WEEK 10: DIVERSE TEAMS IN PRACTICE + QUIZ #2

30. **Groysberg, B. and Connolly, K. (September, 2013). "Great Leaders Who Make the Mix Work." Harvard Business Publishing Product # R1309D-PDF-ENG. RR 7.5**