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ASU Arizona State University

OGL 522 Leading Diverse teams

OGL 552: Leading Diverse Teams

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Virtual Coffee Hour (Office Hours)**:** By appointment via Zoom: https://asu.zoom.us/j/3450373837

Course Description:

This course is designed for students who want to increase their understanding of diversity and of interpersonal and group dynamics. It is designed to help students to develop more effective working relationships and to improve their ability to lead, influence, cooperate, and work effectively with others in today's diverse team-oriented organizations.

This is an experiential-based course that may differ from previous courses you have taken. At the center of the course is an intensive, group learning experience. The emphasis of this course is on learning about oneself in the context of others based on the here-and-now experience of the group.

As part of this course, students will act as consultants for a real-life organization, understand the organization's culture and priorities and create diversity training aimed at increasing the understanding of, openness to, and appreciation of differences in the workplace. The focus of the training will be helping to create well-functioning, diverse teams, and workgroups within the organization.

Learning Outcomes:

By the end of this course, each student will have:

- Developed cross-cultural team skills
- Recognized aspects of diversity (race, gender, sexuality, age, nationality, ethnicity, religion, economics, personality, etc.) and how they influence the team process
- Identified the stages of team (group) development
- Developed a process for effectively working together as an inclusive team
- Strategized how to overcome cross-cultural communication barriers
- Identified causes and types of conflict and their impact on team dynamics
- Developed strategies for problem-solving and fostering innovation
- Effectively led or participated in a diverse and inclusive team

Module Objectives:

Module 1: Understanding Diverse Teams

- Articulate the challenges and opportunities of diverse and inclusive teams
- Investigate strategies for leading and participating in diverse and inclusive teams
- Recognize aspects of diversity (race, gender, sexuality, age, nationality, ethnicity, religion, economics, personality, etc.) and how they influence the team process
- Develop a process for effectively working together as an inclusive team
- Recognize and create team norms
- Articulate helpful and harmful team roles
- Identify the stages of team (group) development
- Take steps to build team spirit and culture

Module 2: Feedback & Assessment

- Define what it means to be a high performing inclusive team and team member
- Assess strengths and weaknesses in the team's performance
- Conduct a needs assessment to identify challenges and opportunities
- Discover ways to enhance teamwork and increase productivity
- Provide action steps to boost performance

Module 3: Effective Communication

- Articulate how culture influences communication
- Identify barriers to communication, especially when working cross-culturally
- Understand nonverbal communication and how it may differ cross-culturally
- Employ guidelines for effective listing and speaking
- Strategize how to overcome communication barriers

Module 4: Conflict Resolution

- Identify causes and types of conflict and their impact on group dynamics

- Recognize the difference between dysfunctional and functional conflict
- Articulate how cultural differences can create conflict when not managed well
- Appreciate how conflict can lead to growth and opportunity
- Suggest strategies to help teams better address conflict and cooperation

Module 5: Integrative Problem Solving

- Articulate the interrelated processes of problem-solving and decision making
- Investigate integrative and/or structured problem-solving and decision-making techniques
- Improve team problem-solving and decision-making processes
- Develop strategies for problem-solving and fostering innovation and positive change

Module 6: Highly Functioning Diverse Teams

- Articulate the characteristics of highly effective diverse and inclusive teams
- Effectively lead or participate in a diverse and inclusive team
- Identify opportunities to develop teamwork and team leadership skills
- Design a training module to address the challenges and opportunities related to diversity and team effectiveness

Course Materials

Primary Text: Can purchase through VitalSource (E-Text) or through the Bookstore (Physical Text)

https://www.vitalsource.com/products/inclusify-stefanie-k-johnson-v9780062947284?term=inclusify

Johnson, S. K. (2020). Inclusify: The Power of Uniqueness and Belonging to Build Innovative Teams. New York, NY: Harper Business.

Resources (Available through course reserves. No need to purchase.)

Aldag, R., & Kuzuhara, L. (2015). Creating high performance teams: Applied strategies and tools for managers and team members.

Franz, T. M. (2012). Group dynamics and team interventions: Understanding and improving team performance.

Kriek, D. (2019). Team leadership: Theories, tools, and techniques.

Murdoch-Kitt, K. M., & Emans, D. J. (2020). Intercultural collaboration by design drawing from differences, distances, and disciplines through visual thinking. New York, N.Y: Routledge.

Peragine, J. (2016). 365 low or no cost workplace teambuilding activities: Games and exercises designed to build trust & encourage teamwork among employees.

Scannell, M. (2010). The big book of conflict resolution games: quick, effective activities to improve communication, trust, and collaboration.

Course Schedule

Module 1: Understanding Diverse Teams

Assignment	Points	Due Date
Academic Integrity Agreement	2	8/22
Getting Started Quiz	3	8/22
Discussion Pre-reading Diversity Leadership quiz: https://drstefjohnson.com/matrix/ Read: Johnson, Chapters 1, 2 & 3 View Videos	40	8/22 Initial Response, Peer Response 8/25
Yellowdig Discussion	(160 for the whole course)	8/22-8/25
Teamwork	45	8/25
Self Reflection	10	8/25
Extra Credit: Cultural Enrichment	+5	8/25

Module 2: Feedback & Assessment

Assignment	Points	Due Date

Discussion Read: Johnson, Chapters 4, 5, 6 & 7 View Videos	40	8/29 Initial Response, Peer Response 9/1
Yellowdig Discussion	(160 for the whole course)	8/29-9/1
Teamwork	45	9/1
Needs Assessment	45	9/1
Self Reflection	10	9/1
Extra Credit: Cultural Enrichment	+5	9/1

Module 3: Effective Communication

Assignment	Points	Due Date
Discussion Read: Johnson, Chapters 8 & 9 View Videos	40	9/5 Initial Response, Peer Response 9/8
Yellowdig Discussion	(160 for the whole course)	9/5-9/8
Teamwork	45	9/8
Self Reflection	10	9/8
Extra Credit: Cultural Enrichment	+5	9/8

Module 4: Conflict Resolution

Assignment	Points	Due Date
Discussion Read: Johnson, Chapters 10 & 11 View Videos	40	9/12 Initial Response, Peer Response 9/15
Yellowdig Discussion	(160 for the whole course)	9/12-9/15
Teamwork	45	9/15
List of suggestions for team development activities that promote the appreciation of cultural diversity and inclusion.	35	9/15
Self Reflection	10	9/15
Extra Credit: Cultural Enrichment	+5	9/15

Module 5: Integrative Problem Solving

Assignment	Points	Due Date
Discussion Read: Johnson, Chapters 12 & 13 View Videos	40	9/19 Initial Response, Peer Response 9/22
Yellowdig Discussion	(160 for the whole course)	9/19-9/22

Teamwork	45	9/22
Self Reflection	10	9/22
Extra Credit: Cultural Enrichment	+5	9/22

Module 6: Highly Functioning Diverse Teams

*Note: This module is two weeks long

Assignment	Points	Due Date
Discussion Retake the Diversity Leadership quiz: https://drstefjohnson.com/matrix/ Read: Johnson, Chapters 14, 15 & 16 View Videos	40	9/26 Initial Response, Peer Response 9/29
Teamwork	45	9/29
DRAFT Training Presentations & Handout Posted for Review		9/29
Peer Reviews of Draft Training & Handout	35	10/3
Course Evaluation		10/3
Team Member Peer Assessment	50	10/6
Final Training	100	10/6

Self Reflection	10	10/6
Additional Possible Revisions		10/8 (Friday)
Extra Credit: Cultural Enrichment	+5	10/8

*Please note this class ends on Friday 10/8

Final Grades

A   900-1000   Excellent

B   800-899   Good

C   700-799   Average

D   600-699   Passing

E   <600   Failure

XE   Failure due to Academic Dishonesty

*Please note you must pass this class with a C or higher and maintain a B average in the program to graduate. For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event, you wish to contest any grades.

Assignment Descriptions

Discussions: Each module continues a discussion that is based upon the Inclusify book and on posted TED talks or other media sources. Students are to answer the questions and respond to two of their peers.

Yellow Dig Teamwork Discussion: In each module, students will be a team work-related discussion topic to explore.

Ice Breakers: Each module contains interactive ice breakers designed to explore different aspects of diversity.

Training Planning and Training: Each semester our class pairs with a real-life organization to design a custom-tailored online team diversity-related training. The training will address course

themes as well as the organization's unique needs.

Self Reflection: Each week you will be asked to reflect on yourself and your role within the group process.

Course Policies

Late Policy

Assignments will be penalized by 2% for each day that they are late. Notify the instructor BEFORE an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Grading Procedure

Students can expect work to be graded within 72 hours.

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see http://catalog.asu.edu/appeal.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed at least 80% of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (http://students.asu.edu/forms/incomplete-grade-request).

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: https://students.asu.edu/srr

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations.

Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Student Support and Disability Accommodations

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request accommodation for a disability should contact their campus DRC at: http://www.asu.edu/studentaffairs/ed/drc/.

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Typically, once a student discloses the need for accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student, and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide

documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.

Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC. Instructors cannot provide accommodations without authorization from the DRC.

Drop and Add Dates/Withdrawals

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

Campus Resources

As an ASU student, you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: https://tutoring.asu.edu/student-services/tutoring
- Counseling Services: http://students.asu.edu/counseling
- Financial Aid: http://students.asu.edu/financialaid
- Disability Resource Center: http://www.asu.edu/studentaffairs/ed/drc/
- Major/Career Exploration: http://uc.asu.edu/majorexploration/assessment
- Career Services: http://students.asu.edu/career

- Student Organizations: http://www.asu.edu/studentaffairs/mu/clubs/

Harassment Prohibited:

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Establishing a Safe Environment:

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Threatening Behavior

Learning takes place best when a safe environment is established in the classroom. Threatening Behavior is not tolerated. All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Syllabus Disclaimer:

A course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Student Conduct Statement:

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf
- ACD 125: Computer, Internet, and Electronic Communications https://www.asu.edu/aad/manuals/acd/acd125.html, and
- the ASU Student Academic Integrity Policy http://www.asu.edu/studentaffairs/studentlife/srr/index.htm

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (http://www.asu.edu/aad/manuals/usi/usi201-10.html).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Religious Accommodations for Students:

In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for

missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Missed Classes Due to University-Sanctioned Activities

In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should a disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the academic unit chair or the dean's designee.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.

"As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, eoss.asu.edu/counseling, is available if you to wish discuss any concerns confidentially and privately."