

MGT 18: MANAGING DIVERSE TEAMS

LECTURER: Michael J. McKay

TERM: SPRING 2021

STUDENT CLASS: Undergraduate, Lower Division Standing

DEI REQUIREMENT: This course fulfills the UCSD DEI graduation 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](#))

SYNCHRONOUS LECTURES - ZOOM LINK FOUND HERE:

MGT 18A T/TH 09:30 AM: <https://ucsd.zoom.us/j/92066886172>

MGT 18B T/TH 11:00 AM: <https://ucsd.zoom.us/j/98935396923>

MGT 18C T/TH 02:00 PM: <https://ucsd.zoom.us/j/92702391453>

All Lectures are recorded so that students will be able to access the course content at a time convenient to them later in the week. It is expected that lectures are accessed and reviewed by students during the same week that they are delivered. The course lectures and readings progress and are best understood, and will have their most fruitful impact, if reviewed as they are presented and followed chronologically throughout the term.

PROFESSOR'S ZOOM MEETING ROOM – FOR INDIVIDUAL APPOINTMENTS THROUGH ZOOM LINK URL:

CLASS EMAIL ACCOUNTS: (Please use class email for quickest response.)

Section MGT 18A: ucsdmgt18a@gmail.com

Section MGT 18B: ucsdmgt18b@gmail.com

Section MGT 18C: ucsdmgt18c@gmail.com

TUDORS/TEACHING ASSISTANTS (TA):

MGT 18A: Yuxin Liu (9:30 AM Pacific Time)

MGT 18B: Veronica Ho (11:00 AM Pacific Time)

MGT 18C: Sally Nguyen (2:00 PM Pacific Time)

EMAIL: see above for class email accounts

OFFICE HOURS: See Announcements from your TA in Canvas.

ACADEMIC ADVISORS FOR RADY UNDERGRADUATE PROGRAMS:

Anju Shimura & Christina Durbin EMAIL: undergrad@rady.ucsd.edu

During Fall 2020 students can go to the Rady Virtual Advising Center at [VAC](#) and make an appointment via Zoom. Please submit your questions via the [VAC](#). An advisor will respond in 1-3 business days. Students can also schedule virtual appointments with advisors through [UC San Diego Zoom](#). Please send a [VAC](#) message to request more information.

COURSE DESCRIPTION

Managing Diverse Teams is a study of teams in the workplace. It is informed by the rich and varied experiences of a modern workforce made up of people different in culture, gender, age, language, religion, education 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 essential interpersonal skills necessary for productive team members? What is the impact of emotional, social and cultural intelligence on team success? For team leaders, what are the contributions and challenges of diversity? What is the direction of future practice?

The course has been grounded in research, literature and practice. Early readings on diversity in this class promote a positive approach to the challenges of diversity, 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. Subsequent sessions of this class focus on teams in today's modern organizations and global team leadership, and will include: social identity theory as a basis for understanding individual behavior in groups and teams; essential skills for team membership (taught with an emphasis on listening, conflict management and feedback); emotional, social and cultural intelligence; leading 21st century teams; and new frontiers in research and practice.

COURSE 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 essays 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

METHODOLOGIES

Teaching methodologies include weekly readings from short articles and blogs, virtual class lectures, individual chat room discussions, individual and team virtual engagement exercises, review quizzes and reflection essays. In addition, virtual class lectures will include the following from time to time: short video or audio component used to support readings and course content themes; focused case studies and small group virtual breakout room discussions and chat room streams. All communication will be online through Canvas Announcements, Zoom lectures, Zoom Personal Meetings and class email accounts.

REQUIRED COURSE MATERIALS

1. MGT 18 Course Reader –

UCSD faculty are required to follow copyright laws and so we compile copy written materials in a convenient book-form for student use. The Course Reader for MGT 18 contains required readings, and student success depends on completion of the readings on a weekly basis. You are responsible to get access to the course readings.

Readings are assigned for each Week and are available in the Course Reader for MGT 18 through <https://store.cognella.com/> or through RedShelf's Inclusive Access program, which is integrated into Canvas. Through RedShelf you will be given free access to the course reader for the first two weeks of class, after which, your school student account will be charged the inclusive access price unless you OPT-OUT. **Plan to use the course Reader. Find more detailed instructions about how to purchase a Course Reader on the “Announcements” link on Canvas.**

2. Blog Posts

There are a number of blog posts or other required articles referenced in the Course Reader. These are NOT printed in your Reader but do show on the Syllabus and in the Table of Contents of your Reader as an un-bolded reference.

Easy ways to access blogs:

- Via links in the Syllabus
- On Canvas via links in the Module for the Week each blog is required.
- Via Google search (author/title).

Create a free account on HBR.org. The blog network is excellent and you will have more freedom on the site.

3. i>Clicker (not used for this class during Winter 2021).

4. Canvas – Students should rely on the course website on Canvas for all official communication about the course.

Please check “Announcements” on Canvas regularly. Students are responsible to stay up-to-date with course information through Canvas. Also, Canvas is the platform where Engagement Exercises (class assignments and team exercises) and Review Quizzes will be available and documented to accrue participation points. All Review Quizzes and Engagement Exercises must be completed and submitted by the assigned deadlines to receive full credit.

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

SESSIONS 1-10 Monday/Wednesday	SESSION THEMES	READINGS AND DUE DATES
WEEK 1 Tues., March 30 and Thurs., April 1	Foundations of the Course: The Business Case for Diversity 1st day of class – set expectations 3/30	Readings 1-3 (See <i>Required Readings</i> below for details.) Review Quizzes & Engagement Exercises (Bonus Credit)
WEEK 2 Tues., April 6 and Thurs., April 8	Diverse Teams at Work: An Introduction to Groups and Teams Establish random teams 4/8	Readings 4-6 (See <i>Assigned Readings</i> below for details.) Review Quizzes & Engagement Exercises
WEEK 3 Tues., April 13 and Thurs., April 15	Social Identity and Modern Prejudice: Unconscious Bias and In-Group Favoritism	Readings 7-11 (See <i>Assigned Readings</i> below for details.) Review Quizzes Engagement Exercises
WEEK 4 Tues., April 20 and Thurs., April 22	Understand Before You Are Understood: Psychological Safety Deadline to change grading option or drop class 4/23	Readings 12-14 (See <i>Assigned Readings</i> below for details.) Review Quizzes Engagement Exercise Essay (Individual) #1 (Due Sunday, 4/25 by 11:59 PM. Use Canvas/Assignments/ Essays submission link.)
WEEK 5a Tues., April 27	Personality Matters	Reading 15 (See <i>Assigned Readings</i> below for details.) Review Quiz Engagement Exercise

WEEK 5b Thurs., April 29	Midterm	Online Exam #1 (Includes Weeks 1 to 5a) on Thurs. April 29 th
WEEK 6 Tues., May 4 and Thurs., May 6	Cultural Competence and Global Teams Deadline to drop with “W” grade on transcript 5/7	Readings 16-20 (See <i>Assigned Readings</i> below for details.) Review Quizzes Engagement Exercise
WEEK 7 Tues., May 11 and Thurs., May 13	Good Conflict in Workplace Teams	Readings 21-23 (See <i>Assigned Readings</i> below for details.) Review Quiz Engagement Exercise Essay (Team Project) #2 (Due Sunday 5/16 by 11:59 PM. Use Canvas/Assignments/ Essays submission link.)
WEEK 8 Tues., May 18 and Thurs., May 20	Leading 21st Century Teams: Case Challenge	Readings 24-26 (See <i>Assigned Readings</i> below for details.) Review Quiz Case Challenge
WEEK 9 Tues., May 25 and Thurs., May 27	Virtual Teams and Grad Panel	Readings 27-29 (See <i>Assigned Readings</i> below for details.) Grad Panel on Diverse, Global & Virtual Experiences
WEEK 10 Tues., June 1 and Thurs., June 3	Diverse Teams in Practice	Reading 30 Team Eval. Survey Online Exam #2 (Includes Weeks 6 to 10a) on Thurs. June 3rd

FINALS WEEK	Final Team Assignment ----->	Final Writing Assignment (Final Team Writing Assignment due Tues. 6/8 by 11:59 PM)
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ASSIGNMENTS

Participation: (20%): Review Quizzes and Engagement Exercises (18%): All students will be responsible to read the assigned readings for each class Week, attend lectures and complete the Weekly Review Quizzes. These will accrue value for a student’s final Participation grade. Participation in class is measured first of all by attendance at synchronous (live) lectures. Those who do not attend synchronously, but later listen to the recorded lecture asynchronously, must complete both the Review Quizzes and all the Engagement Exercises associated with that Week and submit the results by the deadline indicated. Students who actually attend the synchronous (live) lecture need to complete the Review Quizzes and only those Engagement Exercises identified in “Assignments” that are intended for everyone. Some of these exercises will have been done in the live synchronous class sessions already. All Engagement Exercises must be completed by the deadlines given each Week. They will accrue participation points. All points associated with the first Week of class will count as bonus points on the final Participation score. The Engagement Exercise points and Review Quiz points accumulated from Session 2 through Session 10 will add up to a total value that is weighted as 18% of the final grade. The maximum score for Participation cannot exceed 100% (including the bonus points).

Rady Behavioral Lab (2%): Participation in the Rady Behavioral Lab will add up to 2% of the final Participation grade. See Announcements on Canvas for details.

Individual Essay #1 (20%) & Team Essay #2 (15%): The essays are described on the Essay prompts available in Modules/Essays on Canvas and are due at the date/time indicated on Canvas. The Essays will be submitted using the Canvas/Assignments submission link. **All written assignments including Essays, Review Quizzes and Engagement Exercises must be turned in on time. Assigned work submitted late will be scored with a substantial penalty or not graded at all. Students are responsible to maintain a record of the submission of their work through Canvas.**

Online Exam #1 Midterm (15%) & Online Exam #2 Final (15%) and Final Team Writing Submission (15%): See Course Schedule above for dates and times. The Online Exam #1 will cover Weeks 1-5. The Online Exam #2 will cover Weeks 6 to 10. The online Exams will be objective online tests and will include multiple choice, true/false and matching questions. The Final Team Writing Assignment will be a team project demonstrating a comprehensive understanding of course themes.

COURSE POLICIES

PARTICIPATION AND PREPARATION: This course combines Weekly readings, online Zoom lectures, weekly review quizzes, individual & team engagement exercises, 2 objective online exams and 3 writing assignments (one individual and two team projects) to facilitate learning. All components of the online learning experience are designed to build understanding and

confidence about the subject matter. All materials for Weeks 1 through 5 accumulate as content for the objective Online Exam #1; all materials for Weeks 6 to 10 accumulate for the objective Online Exam #2. The Final Writing Assignment (a team submission) draws from a comprehensive review of the course themes. **Assigned readings must be completed during the Week they are assigned.** Regular participation is expected and recorded.

ENGAGEMENT EXERCISES: These will include individual and small group assignments, e.g., short surveys, assessments, reflections and discussion questions that demonstrate engagement with course readings and lecture material. These Engagement Exercises will be identified during class lectures and given a date/time for submission through Canvas. Each Engagement Exercise along with Review Quizzes will be awarded points that will accumulate till the end of the course. The total accumulated points will count as 18% value toward the final grade.

ABSENCES: You can listen to recorded online versions of all class lectures throughout the Term. Online recorded lectures will be available on Canvas/MyMedia following the scheduled online synchronous lectures on Tuesdays/Thursdays during the Quarter. Should you miss Weekly readings or lectures, you will be responsible to make them up at a later time. **There will be no make-up Engagement Exercises or Review Quizzes if not completed and submitted before the deadlines given.** If a student expects to miss or be late for a quiz, essay or engagement exercise, the student must notify the professor in advance before the deadline when the assignment is due. Unforeseen emergencies will be handled individually and documentation will be required.

EXAMS AND OTHER DUE DATES: All due dates are firm. Late submissions are rarely accepted except under the most extenuating circumstances. The due dates/times for the **Online Exam #1 (Midterm) and Online Exam #2 (Final) are firm.** However, students disadvantaged by time zones may arrange in advance with the professor in writing for a separate date/time to take these exams. Only pre-approved special circumstances are cause for a make-up opportunity and would require documentation when possible.

GRADING

Assignments	Percentage
Participation: Review Quizzes and Engagement Exercises (18%); Rady Behavioral Lab (2%).	20%
Individual Writing Assignment (Essay #1)	20%
Cultural Competence Team Writing Assignment (Essay #2)	15%
Final Team Writing Assignment (Essay #3)	15%
Online Exam #1 (individual, objective, online)	15%

Online Exam #2 (individual, objective, online)	15%
TOTAL	100%

GRADE SCALE FROM CANVAS

Between 96.5 and 100 = A+
 Between 93.5 and less than 96.5 = A
 Between 89.5 and less than 93.5 = A-
 Between 86.5 and less than 89.5 = B+
 Between 83.5 and less than 86.5 = B
 Between 79.5 and less than 83.5 = B-
 Between 76.5 and less than 79.5 = C+

Between 73.5 and less than 76.5 = C
 Between 69.5 and less than 73.5 = C-
 Between 66.5 and less than 69.5 = D+
 Between 64 and less than 67 = D
 Between 59.5 and less than 63.5 = D-
 Less than 59.5 = F
 A 69.5 or above 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 Grades.
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 (30%), Writing Assignments (50%) and Class Participation measures (20%) respectively.
5. There is no grade negotiating at the end of the class; grades are not rounded up unless specifically announced otherwise by the professor.

PASS/NO PASS STUDENTS

The choice to take any course Pass/No Pass can be helpful for students with a particularly heavy course load and especially during this unusual pandemic period. **Students may have the option to complete this course Pass/No Pass (instead of a Letter grade) and must declare their decision before the university deadline during this quarter.** If you choose Pass/No Pass, it is important to approach the course requirements with a thoughtful strategy. The goal is for you to learn the course content through active participation. This approach will help you to be successful in this class. The 2 objective Online Exams are required of all students including those signed up as Pass/No Pass. The course professor and teaching assistant (TA) are available to discuss any personal challenges or strategies that students may have with respect to the course objectives.

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, listen to the online lectures, collaborate with assigned teammates and, just as importantly, participate through online engagement exercises and review quizzes that contribute to the overall learning experience. The professor and TA are available during advertised Zoom appointment times.

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.

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.”*

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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 in your original papers and essays. If I am interested in posting your submissions or essays on the course web site, I will ask for your written permission.

REQUIRED COURSE READINGS

All bolded items are in the Reader. Others can be found via links embedded here AND on Canvas (see Modules by Week). 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 RR 1
2. Phillips, Katherine W. (October 1, 2014). “How Diversity Makes Us Smarter.” Scientific American <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/> RR 4
3. Page, Scott E., (November, 2007). “Making the Difference: Applying a Logic of Diversity.” Academy of Management *Perspectives*. RR 7 [Course Reserves]

WEEK 2: DIVERSE TEAMS AT WORK: AN INTRODUCTION TO GROUPS AND TEAMS

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 RR 2
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**
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, Tessa E.S. and Banaji, Mahjarin R. (August 14, 2019). **Research: How Americans' Biases Are Changing (Or Not) Over Time.** [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
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. "How Psychological Safety Really Works." <https://www.forbes.com/sites/shanesnow/2020/05/04/how-psychological-safety-actually-works/#2e8b38c0f864>

WEEK 5: PERSONALITY MATTERS AND MIDTERM EXAM

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://www.erinmeyer.com/the-most-productive-ways-to-disagree-across-cultures/>

WEEK 7: GOOD CONFLICT IN WORKPLACE TEAMS

21. Davidson, M. N. (2001). “Managing Conflict in Organizations.” Darden Business Publishing Product # UV0416-PDF-ENG. [RR 8](#)
22. Davey, Liane. (December 23, 2019). “Let Your Team Have That Heated Conversation.” Harvard Business Publishing [RR 3](#)
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: IN-CLASS CASE CHALLENGE

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 \[Course Reserves\]](#)
25. Williams, Joan C. and Mihaylo, Sky. “How the Best Bosses Interrupt Bias on Their Teams: Strategies to Foster Equity and Inclusion.” (November-December 2019) Harvard Business Review. [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 AND 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.com The State of Remote Work 2020 <https://lp.buffer.com/state-of-remote-work-2020>
29. U.S. Remote Work Survey: PwC (June 25, 2020) <https://www.pwc.com/us/en/library/covid-19/us-remote-work-survey.html>

WEEK 10: DIVERSE TEAMS IN PRACTICE AND FINAL EXAM

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](#)