

RSM 362: Leading Across Differences

Course Outline

Course Code	RSM 362
Course Name	Leading Across Differences
Term, Year	Winter 2023
Web page URL	https://q.utoronto.ca

Instructor Details

Name	Email	Office Hours	Office Link
Ana Sofia Barrows, CCIP (she/her)	anasofia.barrows@utoronto.ca	Wednesday 5–7 p.m.	Office hours can be scheduled through Quercus. An MS Teams link and calendar invitation will be sent to you.

Course Scope, Mission and Learning Outcomes

The future of leadership must embrace their duty to connect, empathize, and engage in meaningful ways. By being proactive in building an inclusive mindset that focuses on behavioural approaches, leaders are more prone to design processes that are equitable for all. This will allow organizations to deliver safer, more welcoming, and less stressful environments for their teams and members. Additionally, it will increase the effective collaboration and engagement of employees and deliver greater satisfaction and a stronger sense of belonging within teams.

To build inclusion, leaders require continued practice, reflection, and re-evaluation. Through thought provoking, highly interactive and experiential sessions we will establish the foundation for this continued approach to inclusive and equitable leadership. This course will provide a safe space for meaningful dialogue and will equip students with actionable and evidence-based strategies to build and advance Equity, Diversity and Inclusion (EDI).

By the end of this course, students will have a thorough understanding of some of the key principles to advance inclusion and will have begun their journey of developing skills that will enable them to lead inclusively by example.

Learning outcomes:

- The key principles to advance inclusion
- The value of building psychological safety for inclusive team dynamics
- The lexicon of diversity and the different dimensions
- The role of intersectionality
- Implicit biases, microaggressions, and behavioural insights to interrupt them
- The role of power and privilege and how they can be actioned for greater inclusion
- Practices that drive inclusive leadership
- The current landscape for EDI in Canada
- Strategic management of EDI
- EDI benchmarking practices

Course Prerequisites

Enrolment is restricted to 3rd and 4th-year Rotman Commerce students.

Required Readings

- Edmondson, A. (1999). **Psychological Safety and Learning Behavior in Work Teams**. *Administrative Science Quarterly*, 44(2), 350–383. <https://doi.org/10.2307/2666999>
- Weldon, S. L. (2008). **Intersectionality**. In *Politics, Gender, and Concepts* (pp. 193–218). Cambridge University Press. <https://doi.org/10.1017/CBO9780511755910.009>
- McIntosh, P. (2020). **White Privilege: Unpacking the Invisible Knapsack** (1989) 1. In *On Privilege, Fraudulence, and Teaching As Learning* (1st ed., pp. 29–34). Routledge. <https://doi.org/10.4324/9781351133791-4>
- Chugh, D., & Bazerman, M. H. (2007). **Bounded awareness: What you fail to see can hurt you**. *Mind & Society*, 6(1), 1–18. <https://doi.org/10.1007/s11299-006-0020-4>
- Booyesen, L. (2013). **The Development of Inclusive Leadership Practice and Processes**. In *Diversity at Work: The Practice of Inclusion* (pp. 296–329). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118764282.ch10>
- Scott, C. L., & Byrd, M. Y. (2012). **Managing Privilege as a Key to Inclusive Leadership**. In *Handbook of Research on Workforce Diversity in a Global Society: Technologies and Concepts* (pp. 131–148). IGI Global. <https://doi.org/10.4018/978-1-4666-1812-1.ch008>
- **Global Diversity, Equity & Inclusion Benchmarks: Standards for Organizations Around the World** (2021)
- Dobbin, F., & Kalev, A. (2016). **Why Diversity Programs Fail**. *Harvard Business Review*, 94(7/8), 52–.
- Mullin, A. E., Coe, I. R., Gooden, E. A., Tunde-Byass, M., & Wiley, R. E. (2021). **Inclusion, diversity, equity, and accessibility: From organizational responsibility to leadership competency**. *Healthcare Management Forum*, 34(6), 311–315. <https://doi.org/10.1177/08404704211038232>
- Kang, S. K., DeCelles, K. A., Tilcsik, A., & Jun, S. (2016). **Whitened Résumés: Race and Self-Presentation in the Labor Market**. *Administrative Science Quarterly*, 61(3), 469–502. <https://doi.org/10.1177/0001839216639577>
- Joyce He and Sonia Kang (2019). **Covering in Cover Letters: Gender and Self-Presentation in Job Applications**. *Proceedings*, 2019, <https://doi.org/10.5465/AMBPP.2019.275>
- Chang, E. H., Milkman, K. L., Chugh, D., & Akinola, M. (2019). **Diversity Thresholds: How Social Norms, Visibility, and Scrutiny Relate to Group Composition**. *Academy of Management Journal*, 62(1), 144–171. <https://doi.org/10.5465/amj.2017.0440>

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Due Date
Class Participation & Attendance	10%	Ongoing – Fridays at 11:20 a.m.
Weekly Learning Journals	35%	Every Thursday following class at 11:59 p.m.
Mid-Term Assignment	25%	February 27, 2023 at 11:59 p.m.
Final Term Assignment & Presentation	30%	Team presentation due: March 24, 2023 Paper due: April 3, 2023 at 11:59 p.m.

Course Format and Expectations

Writing Assignments or Presentations

All assignments are intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanour. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can [book an appointment with a writing or presentation coach](#) through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments

The final assignment requires students to work in teams of 4-6. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Class Participation

Students are expected to prepare thoroughly and make every effort to attend every class. As class participation is a graded component of the course, students will be evaluated on the following:

- Thoughtful responses
- Understanding and analysis of topic
- Idea generation
- Promoting further discussion

Missed Assignments (including mid-term and final-term assessments)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration.

In such cases, students must:

1. Notify the instructor AND the Rotman Commerce Program Office **on the date** of the missed course deliverable, e.g. missed test, final assessments, assignment or class (in the case of participation marks).
2. Complete a [Request for Special Consideration Form](#) and submit it along with your Absence Declaration on [ACORN](#) (please read the instructions on how to use the Absence Declaration in ACORN) within **2 business days** of the originally scheduled course deliverable.

Students who do not provide this information will be given a grade of 0 (zero) for the missed course deliverable.

Late Assignments

All assignments are due at the time specified (i.e., 12 Noon) on the date specified in the course outline. Late submissions will normally be penalized by 20% if the assignment is not received on the specified date at the specified time. A further penalty of 10% will be applied to each subsequent day. Please note that weekdays and weekends are treated identically in terms of penalty for lateness.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility and strives to provide support for and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or [visit the Accessibility Services website for more information](#) as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

- In papers and assignments
- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Weekly Schedule

Session	Date	Topic	Readings
1	January 13	Welcome: Enabling psychological safety for inclusive team dynamics	Post -reading: Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams . <i>Administrative Science Quarterly</i> , 44(2), 350–383. https://doi.org/10.2307/2666999
2	January 20	The lexicon of diversity: Understanding the different dimensions and the role of intersectionality	Pre-reading: Weldon, S. L. (2008). Intersectionality . In <i>Politics, Gender, and Concepts</i> (pp. 193–218). Cambridge University Press. https://doi.org/10.1017/CBO9780511755910.009
3	January 27	Power and privilege	Pre-reading: McIntosh, P. (2020). White Privilege: Unpacking the Invisible Knapsack (1989) 1. In <i>On Privilege, Fraudulence, and Teaching As Learning</i> (1st ed., pp. 29–34). Routledge. https://doi.org/10.4324/9781351133791-4
4	February 3	Implicit biases & the myth of meritocracy	Pre-reading: Chugh, D., & Bazerman, M. H. (2007). Bounded awareness: What you fail to see can hurt you . <i>Mind & Society</i> , 6(1), 1–18. https://doi.org/10.1007/s11299-006-0020-4
5	February 10	Inclusive leadership	Pre-readings: Booyesen, L. (2013). The Development of Inclusive Leadership Practice and Processes . In <i>Diversity at Work: The Practice of Inclusion</i> (pp. 296–329). John Wiley & Sons, Inc. https://doi.org/10.1002/9781118764282.ch10 Scott, C. L., & Byrd, M. Y. (2012). Managing Privilege as a Key to Inclusive Leadership . In <i>Handbook of Research on Workforce Diversity in a Global Society: Technologies and Concepts</i> (pp. 131–148). IGI Global. https://doi.org/10.4018/978-1-4666-1812-1.ch008
6	February 17	Diversity in organizations: Introduction	Pre-reading: Global Diversity, Equity & Inclusion Benchmarks: Standards for Organizations Around the World (2021)
7	February 24	Reading Week Midterm assignment due February 27, 2023	NA
8	March 3	Diversity in organizations: legislation & the Canadian context	Pre-reading: Dobbin, F., & Kalev, A. (2016). Why Diversity Programs Fail . <i>Harvard Business Review</i> , 94(7/8), 52–.

9	March 10	Building a strategy as a process of organizational change	<p>Pre-reading:</p> <p>Mullin, A. E., Coe, I. R., Gooden, E. A., Tunde-Byass, M., & Wiley, R. E. (2021). Inclusion, diversity, equity, and accessibility: From organizational responsibility to leadership competency. <i>Healthcare Management Forum</i>, 34(6), 311–315. https://doi.org/10.1177/08404704211038232</p>
10	March 17	Managing & leading across differences: Organizational development practices	<p>Pre-reading:</p> <p>Kang, S. K., DeCelles, K. A., Tilcsik, A., & Jun, S. (2016). Whitened Résumés: Race and Self-Presentation in the Labor Market. <i>Administrative Science Quarterly</i>, 61(3), 469–502. https://doi.org/10.1177/0001839216639577</p> <p>Joyce He and Sonia Kang (2019). Covering in Cover Letters: Gender and Self-Presentation in Job Applications. <i>Proceedings</i>, 2019, https://doi.org/10.5465/AMBPP.2019.275</p>
11	March 24	Managing & leading across differences: Employee engagement practices Final Presentations Pt. 1	<p>Pre-reading:</p> <p>Chang, E. H., Milkman, K. L., Chugh, D., & Akinola, M. (2019). Diversity Thresholds: How Social Norms, Visibility, and Scrutiny Relate to Group Composition. <i>Academy of Management Journal</i>, 62(1), 144–171. https://doi.org/10.5465/amj.2017.0440</p>
12	March 31	The future of inclusion in organizations Final presentations Pt. 2	NA

Please note that the last day you can drop this course without academic penalty is March 19, 2023

Other Useful Links

1. [Become a volunteer note taker](#)
2. [Accessibility Services Note Taking Support](#)
3. [Credit / No-Credit in RSM courses](#)
4. [Rotman Commerce Academic Support](#)

URL links for print

1. Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
2. Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
3. Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
4. Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>
5. Request for Special Consideration Form: <https://rotmancommerce.utoronto.ca/current-students/forms-requests-and-appeals/forms/>
6. ACORN: <http://www.acorn.utoronto.ca/>
7. Email Accessibility Services: accessibility.services@utoronto.ca
8. Accessibility Services website: <http://studentlife.utoronto.ca/as>
9. University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
10. The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
11. Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
12. Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
13. Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
14. Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
15. Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>