Course Outline

RSM 362 H1 S
Leading Across Differences
Winter 2024
Course Meets: **Fridays 9:00 AM EST – 11:00 PM EST WO , 125 St. George St.**

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Course Scope and Mission

Social consciousness around the importance of anti-racist movements and the disparate impacts of the Covid-19 pandemic and climate crisis has created a unique moment for leadership development. This moment has publicly exposed historic race, gender and class-based prejudice and discrimination instrumental in creating economic, environmental, and social disparities that impact wellbeing.

There is growing consensus that leadership competencies must reflect the evolving nature of both the corporate culture as well as the disparate expectations of various stakeholders at large. One such key leadership competency is the ability to effectively navigate differences within and across the organization. Differences are not simply defined by vectors of identity such as gender, ethnicity, culture, religion, sexual orientation, levels of ability, or linguistic preference, but also, by disparate ways of learning, creating new ideas and formulating new worldviews. The aforementioned comprise the basis of an integrative approach to knowledge, action and effective leadership.

Through a series of thought-provoking and experiential sessions that focus on skills enhancement, the course will make linkages between one's individual leadership stance and tools that leverage differences for impact. This course will equip students with the tools and practices to help them develop a more active and nuanced awareness of social factors inside and outside of the organization and learn to apply that lens in professional and personal settings. Thought leaders, executives and practitioners from organizations across different sectors will bring their unique perspectives and insights to deepen the learning experience.

This course is an invitation to upper year students within the Rotman Commerce learning community to dive into learning and practice with a very particular commitment: learn by integrating across disciplines, sectors and approaches. My commitment to everyone enrolled in

this course is to make this a provocative, insightful and engaging experience – all pre-requisites for deep learning to take place. My expectation is that students will not simply attend the sessions, rather that they will actively contribute to creating, enabling and sustaining an integrative learning environment.

Course Prerequisites

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

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.

Required Readings (all posted online)

Evaluation and Grades

Grades are a measure of a student's performance in individual courses. Each student shall be judged on the basis of how well they have command of the course materials.

Evaluation	Weight	Due Date	Submission Time
Class Participation & Attendance	10%	Ongoing	9:00 AM-11:00AM Sharp (Start and finish on the hour)
Weekly Creative Confidence Journals	30%	Every Thursday following class	12:00PM NOON (Starting Jan. 18)
Midterm Personal Application Paper	25%	Monday, Feb. 5, 2024	12 NOON
Final Group Project: Organizational Audit Assignment	35%	Thursday, Apr. 11, 2024	12 NOON

Course Format and Expectations

For Written Assignments
As upper year undergraduates, your written work must demonstrate sound grammar, appropriate vocabulary and a range of personal and professional styles of expression. Effective written communication is key to your success post-graduation, and I would like you to use the written assignments in this class to hone your writing style through practice.

Please note that clear, concise, and correct writing will be considered in the evaluation of both the weekly reflection papers and your midterm paper. This means, you may lose marks for writing that impedes communication (i.e. poor organization, weak paragraph development, wordiness, hard-to-follow sentence structure, spelling mistakes and grammar errors).

Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities

– not editing services, where trained staff can assist students in developing their academic writing skills. There is no fee for the instruction and support.

For Group Work
The final group presentation requires students to work in teams of four to six.

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.

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Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq)

Weekly Schedule

Date	Topic	Deliverable	Readings
Jan. 12, 2024	Owning your story – why are we REALLY on this learning journey?	Creative Confidence Journal 1 (Video Intro) Due Thurs., Jan. 18 @ Noon	The Leadership Stimulus Package Professor Nouman Ashraf
Jan. 19, 2024 **Note: Class meets at the First Nations House at 9am (563 Spadina Ave. – Ground Floor)**	Recognizing our role in reconciliation	Creative Confidence Journal 2 Due Thurs., Jan. 25 @ Noon	Jesse Wente says it's time to tell the truth about Indigenous sovereignty The Toronto Star
Jan. 26, 2024 **Note: Class meets at the Thomas Fisher Rare Books Library at 9am (120 St. George St. – Main Reception)**	Looking back & designing forward	Creative Confidence Journal 3 Due Thurs., Feb. 1 @ Noon	Why We Need to Begin Again (alternative link) The Atlantic
Feb. 2, 2024 Guest speaker: Brian Carwana	Exploring the Attitude Spectrum	Creative Confidence Journal 4 Due Thurs., Feb. 8 @ Noon	The 8 Keys for Managing Multicultural Teams Erin Meyer
Midterm Paper Due Monday Feb. 5 @ 12:00pm (Noon)			
Feb. 9, 2024 (will be traveling together to a site visit of Multi-Faith Centre)	Connecting organizational purpose to organizational choices – Leading in 3D	Creative Confidence Journal 5 Due Thurs., Feb. 15 @ Noon	Are You a 'Good-ish' Person? How to Push Past Your Biases Katy Milkman & Dolly Chugh
Feb. 16, 2024 Guest speaker: Julie Aniello	Impact Across Communities	Creative Confidence Journal 6 Due Thurs., Feb. 29@ Noon	Forget charity. If you really want to show solidarity with Indigenous people, you need to listen and follow The Toronto Star
Reading Week Feb. 19 – 23, 2024			
Mar. 1, 2024 Guest speaker: Ronald Cohn	Cultural Contribution vs Cultural Fit	Creative Confidence Journal 7 Due Thurs., Mar. 7 @ Noon	Whitened Resumes: Race and Self-Presentation in the Labor Market Sonia Kang, et al
Mar. 8, 2024 Guest speaker: Jane Griffith	Beyond allyship into solidarity	Creative Confidence Journal 8 Due Thurs., Mar. 14 @ Noon	This J-School is old. Its first-ever diversity and inclusion chair is new Nieman Journalism Labs
Mar. 15, 2024	Change by Design	Creative Confidence Journal 9 Due Thurs., Mar. 21 @ Noon	A Ray of Hope (article will be shared)

Guest speaker: Nation Cheong			Jennifer Jackson
Mar. 22, 2024 Guest speaker: David Kim **Note: Class meet at Hart House – East Common Room 9am (7 Hart House Cir)**	Leading for Impact through an Equity Lens	Creative Confidence Journal 10 Due Thurs., Mar. 28 @ Noon	[The Unintended Consequences of Diversity Statements](#) (page 56) Sonia Kang, et al
Good Friday Mar. 29, 2024 – No Class			
Apr. 5, 2024	Future Directions: Leadership 2.0		[The most important leadership competency](#) Professor Nouman Ashraf
Final Group Paper Due Thursday, April 11 @ 12:00pm (Noon)			

Note that the last day to drop this course without academic penalty is March 11, 2024.

Policies and Procedures

Missed Tests and 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 **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: https://uoft.me/RSMConsideration
2. Provide documentation to support the request, eg. Absence Declaration from [ACORN](#), medical note etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN *one time per term* to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

Late Assignments

All assignments are due at the time specified on the date specified in the course outline. Late submissions will normally be penalized by 10% if the assignment is not received on the specified date, at the specified time (Thursdays at 12:00 PM - Noon). 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.

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, respectively, 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:
- Falsifying institutional documents or grades.
- 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 following 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 resources such as College Writing Centres or the Academic Success Centre.

Generative AI / ChatGPT

The nature of the course is to provide students with a space for self reflection, leadership development, and impact. Given the degree of deep self-reflection expected and how assignments are uniquely tied to a student's personal experience, Generative AI, including ChatGPT, will not be helpful to learners. We fundamentally believe that what you create through thoughtful exposition is far more valuable than what is generic produced by Artificial Intelligence!

Nevertheless, in case a learner uses Generative AI or ChatGPT in an assignment we expect them to guide its use through ethics, intentionality, and accountability. Furthermore, if generative AI is used, it will be required of the learner to provide in the appendix of the assignment the following elements:

I. A description of how the learner believes using Generative AI will help, support, or further enhance their assignment or learning experience
II. A detailed description of which tools were used, including its version
III. All of the prompts/commands used
IV. All of the outputs received
V. A description of how outputs were modified or adapted
VI. Measures taken to ensure accuracy and veracity of outputs
VII. Description of how, after its use, generative AI contributed or not to their desired output and how their experience met or not their initial expectations set in (I)

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 help.ic.utoronto.ca/category/3/utmail.html.

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.

Quercus and the Course Page

The online course page for this course is accessed through Quercus. To access the course page, go to q.utoronto.ca and log in using your UTORid and password. Once you have logged in, you will be at the Quercus Dashboard. On this page you will see all of the courses you are presently enrolled in. If you don't see the course listed here but you are properly registered for the course in ACORN, wait 48 hours.

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.

Other Useful Links
- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

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