

**Building Effective Teams PADM-GP 4112**

**Fall 2021**

**Instructor Information**

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| **Professor Patricia Satterstrom** |
| **Email**: patricia.satterstrom@nyu.edu |
| **Office hours:** Thursdays, 5:00 pm – 6:30 pm at Global Center for Academic & Spiritual Life (238 Thompson Street, 2nd floor lounge); schedule via [https://calendly.com/patricia-satterstrom/prof-](https://calendly.com/patricia-satterstrom/prof-satterstrom-fall-2021-office-hours)[satterstrom-fall-2021-office-hours](https://calendly.com/patricia-satterstrom/prof-satterstrom-fall-2021-office-hours) or on Zoom by appointment |

**Course Information**

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| **Section** | **Information** |
| Time: | Fridays, September 10 & September 17, 9:00 am to 5:00 pm |
| Location | Bobst Library, 70 Washington Square S, New York, NY 10012, Room: LL150 |
| Wagner Writing Center: | [https://wagner.nyu.edu/portal/students/academics/advisement/writing-](https://wagner.nyu.edu/portal/students/academics/advisement/writing-center)[center#](https://wagner.nyu.edu/portal/students/academics/advisement/writing-center) |
| Ask a librarian: | <https://library.nyu.edu/ask/> |

**Course Description**

Welcome to Building Effective Teams. This two-day course aims to develop your ability to build, lead, and participate in high-performing teams. We will draw from research in psychology, management, strategy, behavioral economics, and sociology to discuss best practices for designing, launching, participating, and coaching in-person and online teams. We will also focus on the benefits and challenges of managing diverse teams, using teams to respond to crises, understanding conflict, and using the congruence model for problem-solving. This course will be of most value to those who have some work experience.

# Course Material

You are expected to be prepared for class discussions and participate fully. You are encouraged to share your experiences relevant to the topics and cases we are exploring.

* NYU Brightspace: You will find the course syllabus, readings, slides, discussion boards, and assignments here. If you have not activated your NYU Net ID or have forgotten your password, you can activate or change your password at [Start NYU](http://start.nyu.edu/) (http://start.nyu.edu).
* You will need to buy an inexpensive ($8.50) [Harvard course pack](https://hbsp.harvard.edu/import/856392): (<https://hbsp.harvard.edu/import/856392>)
* To keep costs down, I am providing you with all the articles and exercises that copyright allows me to post in NYU Classes. Most Harvard Business Review articles are in the NYU library

(http://proxy.library.nyu.edu/login?url=<http://search.ebscohost.com/login.aspx?direct=true&db=b> th&jid=KBS9&site=ehost-live). If this link does not work or the article was printed before 2007, you can:

* 1. Go to https://library.nyu.edu, search for: Harvard Business Review.
	2. Click the first result in BobCat, then on the next page select the second option with articles *after* 1922.
	3. Select "EBSCOhost Business Source Complete: Available from 1922."
	4. Click "Search within this publication," then enter the article title and change the search box to search the "Title" of documents.
	5. The first result should have the full text and PDF of the desired article
	6. Alternatively, you get a few free articles from HBR a month but save one for the Ferrazzi article that is not available

# Course Objectives

Students who successfully complete this course will be able to:

* Decide when (and when not) to use a team at work
* Launch a team project effectively, including selecting team members and managing roles and responsibilities
* Facilitate key team processes, including decision making, conflict management, and inclusion of diverse team members
* Identify common problems that derail teams and strategies for addressing them
* Use best practices for complex teams (e.g., teams with rotating membership or geographically distributed members)

# Assessment and Grading Policy Class participation (10%)

Your active participation is critical. Productive discussion depends on reading and analyzing the materials beforehand and coming to class ready to present a diagnosis of the problems presented and possible solutions. You are expected to attend both day-long classes, have thoroughly prepared the assigned cases and readings, participate fully in small group and class discussions.

Specific expectations are that you:

* Make valuable contributions about topics under discussion – spoken in class or written in the Discussion section of NYU Brightspace
* Accurately exhibit knowledge of assignment content
* Demonstrate excellent listening—respond appropriately to comments others make
* Bring up questions that need further exploration
* Clarify points that others may not understand
* Draw on personal experience or opinion when clearly relevant to class discussion
* Offer relevant, succinct insights and challenges to others
* Demonstrate ability to apply, analyze, and synthesize course material

# Individual assignments (40%)

Each student will complete two individual assignments that allow you to explore your understanding and learning about teams. Please see details on these assignments below:

1. Please write (1-page single-spaced, Times New Roman, font 12) or record (a video under three minutes via Brightspace) a reflection that: (1) briefly summarizes your key learning from Day 1 of the course; (2) identifies specific behaviors you will use to make your future teams effective based on this learning; and (3) describes how you will overcome barriers to engaging in these behaviors. Please upload written reflection to NYU Brightspace under Assignments, “Individual Assignment 1,” or post on Brightspace by 9 pm on Wednesday, September 15th.
2. Please write a 1-page analytical memo (single-spaced, Times New Roman, font 12) that: (1) very briefly summarizes a problem or opportunity gap you have personally faced on a group or team; (2) briefly analyzes what caused this problem or opportunity, and 3) describes your specific recommendation for addressing this problem or opportunity. Please upload to NYU Classes under Assignments, “Individual Assignment 2,” by 9 pm on Wednesday, September 22nd.

# Team project (50%)

In your team project, please apply what you learned in class to one of your organizations. In five pages or less (single-spaced, 1-inch margins, and 12-point Times New Roman font), please provide a proposal to a senior member of the selected organization (e.g., CEO, manager, Dean, etc.) for how to improve team effectiveness in this organization. The proposal can be organized like a memo.

This proposal should include:

* + A brief summary paragraph of the problem (e.g., teams that did not meet their targets) or opportunity (e.g., use teams for a new project) related to teams that exist in your organization. You can discuss a past or present organization. Please specify your level of analysis: all teams in the organization, teams in one division, or a particular team.
	+ Using the frameworks, readings, and discussions from class, please identify the root causes of the problem or explain why you think there’s an opportunity to use teams in a new way. You can use an approach similar to those we covered in class. For example, what was going on at the individual, team, and organizational levels? What does the communication and leadership structure look like? Why? Were teams launched? If not, why not? Were personality, cognitive, leadership style, and/or demographic differences raised and productively used? Was the team able to adapt to changes in the environment? Why not?
	+ Apply any of the concepts you learned in class to suggest how you might address these problems or craft teams to effectively address a new opportunity. What are your specific recommendations? Reasoning? Alternatives? How should your recommendations be implemented? What are the priorities? For example, how and when should poorly performing team be relaunched? How can you teams in your organization better use diversity? How can you better manage remote work?

Please use paragraph headings where appropriate. Explain your reasoning clearly, succinctly, and convincingly. When you present your recommendations, make sure they are realistic and take the individuals, context, and timing into account (e.g., short-term versus long-term actions). You can include exercises, pictures, or figures as an appendix that will not count towards your page count. Please upload to NYU Brightspace under Assignments, “Team Project,” by 9:00 pm on Friday, October 8th.

# Attendance.

Please arrive to class on time. Since the class only meets on two days, absences will result in an incomplete grade.

# Late assignments.

Extensions will be granted on a case-by-case basis. Late submissions without prior permission will be penalized by 1/3 a letter grade per day (e.g., from A to A-).

# In-class norms.

Ideally your video is on and you are on mute. When you want to speak, you can raise your Zoom hand or unmute yourself and make a comment – just be mindful not to speak over others. If you need to go off camera to deal with something, feel free, just come back when you can. Try not to use backgrounds that are distracting to others. Participation is what makes this class great (in my opinion), but you may not always be ready to say something. Feel free to write your thoughts in the Forum section of NYU Classes – look for the Lesson we are in. I will count your writing in Forums toward your participation grade.

# Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) [Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

# Statement of Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If you are unsure about what is expected and how to abide by the academic code, you should consult with me.

# Pre-Work

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| **Lesson** | **Topic** | **Complete by Monday, September 6th at 9 pm** |
| Pre-work | Surveys | * **Complete** personality survey: [http://www.humanmetrics.com/cgi-](http://www.humanmetrics.com/cgi-win/jtypes2.asp#questionnaire) [win/jtypes2.asp#questionnaire](http://www.humanmetrics.com/cgi-win/jtypes2.asp#questionnaire)
* **Complete** class [survey](https://nyu.qualtrics.com/jfe/form/SV_2crt3cUwvMZDHp4): <https://nyu.qualtrics.com/jfe/form/SV_2crt3cUwvMZDHp4>
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| Lesson 0*Optional* | Congruence Model | * **Read** this summary about the Nadler-Tushman Congruence Model for solving problems and seizing opportunities.
* **Review** slides about the Congruence Model if this is a new concept to you.
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**Day 1: Foundations of Teams**

**Please prepare in the order presented in the syllabus; bring your notes for discussion.**

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| **Lesson 1** | **Introduction to the course** |
| **Topics** | Course goals; factors that make teams effective |
| **Reading** | Snook, S. & Polzer, J. (2004). Army Crew Team. Harvard Business SchoolCase. 9-403-131. ***In course pack.*** |
| **Discussion questions** | 1. Why does the Varsity team lose to the JV team?
2. At the end of the case, what action should Coach P. take on Tuesday?
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| **Lesson 2** | **Best-practices for building high-performing teams** |
| **Topics** | When to use and not use teams; conditions for creating effective teams |
| **Reading 1** | Haas, M. & Mortensen. (2016). The Secrets of great teamwork. *Harvard**Business Review.* June 2016*.* **NYU Library.** |
| **Reading 2** | Ferrazzi, K. (2014). Getting virtual teams right. *Harvard Business Review*,*92*(12), 120-123. December 2014. [**Online.**](https://hbr.org/2014/12/getting-virtual-teams-right) |
| **Reading 3 (refresh)** | Leonard, D., & Straus, S. (1997). Putting your company's whole brain towork. *Harvard Business Review, 75*(4), 110-122. **NYU Library.** |
| **Reading 4 (refresh)** | Phillips, K. W. (2014). How diversity works. *Scientific American, 311*(4), 42-47. [Brightspace PDF.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=82404&type=coursefile&fileId=Class%2B2%2fPhillips%2BK.%2BW.%2B_2014_.%2BHow%2Bdiversity%2Bworks.%2BScientific%2BAmerican%2B311_4_%2B42-47.pdf) |
| **Discussion questions** | 1. What strategies have you used (or experienced) when designing teams?
2. What are the benefits and challenges in creating diverse teams?
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| **Lesson 3** | **Launching teams for success** |
| **Topics** | Clarifying purpose; developing norms; agreeing on a leadership approach |
| **Skim** | 1. **Skim** [Team Launch Document](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=84284&type=coursefile&fileId=Course%2Bmaterial%2fLesson%2B3%2fTeam%2BLaunch%2B2021.docx)—we will use this in class
2. **Skim** [Managing Virtual Teams Executive Brief. CEB HR Leadership](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=84284&type=coursefile&fileId=Course%2Bmaterial%2fLesson%2B3%2fManaging%2BVirtual%2BTeams%2BExecutive%2BBrief%2B-%2BCEB%2BHR%2BLeadership%2BCouncil.pdf) [Council](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=84284&type=coursefile&fileId=Course%2Bmaterial%2fLesson%2B3%2fManaging%2BVirtual%2BTeams%2BExecutive%2BBrief%2B-%2BCEB%2BHR%2BLeadership%2BCouncil.pdf)
3. **Skim** [O'Leary, M. (2017). High Performing Team Launch Checklist](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=84284&type=coursefile&fileId=Course%2Bmaterial%2fLesson%2B3%2fO_Leary%2B2017%2BHigh%2BPerforming%2BTeam%2BLaunch%2BChecklist.docx)
 |
| **Discussion question** | 1. What topics are critical to cover in your team launches? |
| **Lesson 4** | **Leading teams and day 1 wrap** |
| **Topics** | Leadership style; group emotional intelligence; inheriting teams |
| **Survey** | [Exercise PDF](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=84284&type=coursefile&fileId=Course%2Bmaterial%2fLesson%2B4%2fLeadership%2BStyle%2BAssessment%2B-%2BExercise.pdf) & [Scoring PDF i](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=84284&type=coursefile&fileId=Course%2Bmaterial%2fLesson%2B4%2fLeadership%2BStyle%2BAssessment%2B-%2BScoring.pdf)n Brightspace – please bring your scores to class so that we can discuss them. |
| **Assignment 1:** | First individual assignment due Wednesday, September 15, at 9:00 pm |

**Day 2: Teaming**

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| **Lesson 5** | **Teaming** |
| **Topics** | Using team concepts to collaborate effectively |
| **Reading 1** | Edmondson, A.C., Rashid, F., & Leonard, H. (2014). The 2010 Chilean Mining Rescue (A). Harvard Business School Case. 9-612-046. ***In******course pack.*** |
| **Reading 2** | Edmondson, A. C. (2012) Teamwork on the Fly. *Harvard Business**Review 90* (4), 72-80. **NYU Library** |
| **Discussion questions** | 1. What allowed the miners to survive, physically and psychologically, until they were found?
2. How did the engineers, geologists, and politicians address the challenges they faced?
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| **Lesson 6** | **Voice in teams** |
| **Topics** | New forms of team; conflict; psychological safety; learning from failure |
| **Reading 1 (refresh)** | Detert, J. R., & Burris, E. R. (2016). Can your employees really speakfreely? *Harvard Business Review*, *94*(1), 80-87. **NYU Library** |
| **Reading 2** | Satterstrom, P., Kerrissey, M., & DiBenigno, J. Cultivating team voice.**Will be emailed** |
| **Reading 3** | Edmondson, A. C. & Daley, G. (2020). How to foster psychologicalsafety in virtual meetings. *HBR: Leading Teams*. **NYU Library** |
| **Discussion question** | 1. What approaches have worked to allow people to speak up and beheard in your organizations? |
| **Lesson 7** | **Adaptability in virtual and hybrid teams** |
| **Topics** | Adaptable team processes; conflict |
| **Reading 1** | Mortensen, M. & Hadley, C. N. (May 22, 2020) How to prepare yourvirtual teams for the long haul. *HBR*, 2-6. **NYU Library.** |
| **Reading 2 (refresh)** | Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J. (1997). Howmanagement teams can have a good fight. *Harvard Business Review*, *75*(4), 77-85. **NYU Library.** |
| **Reading 3 / Video** | Prof Lindred Greer (2014). Why virtual teams have more conflict: [https://www.gsb.stanford.edu/insights/lindred-greer-why-virtual-teams-](https://www.gsb.stanford.edu/insights/lindred-greer-why-virtual-teams-have-more-conflict?fbclid=IwAR3a7I6uwwCvyIQZI66c0mX1ib8JeNo2iVatdPhEXvMxY4q2_njltCZeQqw) [have-more-](https://www.gsb.stanford.edu/insights/lindred-greer-why-virtual-teams-have-more-conflict?fbclid=IwAR3a7I6uwwCvyIQZI66c0mX1ib8JeNo2iVatdPhEXvMxY4q2_njltCZeQqw) [conflict?fbclid=IwAR3a7I6uwwCvyIQZI66c0mX1ib8JeNo2iVatdPhE](https://www.gsb.stanford.edu/insights/lindred-greer-why-virtual-teams-have-more-conflict?fbclid=IwAR3a7I6uwwCvyIQZI66c0mX1ib8JeNo2iVatdPhEXvMxY4q2_njltCZeQqw)[XvMxY4q2\_njltCZeQqw](https://www.gsb.stanford.edu/insights/lindred-greer-why-virtual-teams-have-more-conflict?fbclid=IwAR3a7I6uwwCvyIQZI66c0mX1ib8JeNo2iVatdPhEXvMxY4q2_njltCZeQqw) |
| **Lesson 8** | **Closing: From Knowledge to Practice** |
| **Topics** | Review individual and team learning; prepare plan for continued development as a team leader and member; review team assignment |
| **Assignment 2:** | Second individual assignment due Wednesday, September 22, 9:00 pm |
| **Assignment 3:** | Team project due Friday, October 8th, at 9:00 pm |

**Additional (Optional) Team Material**

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| Books about teams | * Hackman, J. R., & Hackman, R. J. (2002). *Leading teams: Setting the stage for great performances*. Harvard Business Press.
* Wageman, R., Nunes, D. A., Burruss, J. A., & Hackman, J. R. (2008). *Senior leadership teams: What it takes to make them great*. Harvard Business Review Press.
* Hackman, J. R. (2011). *Collaborative intelligence: Using teams to solve hard problems*. Berrett-Koehler Publishers.
* Thompson, L. L., & Thompson, M. (2008). *Making the team: A guide for managers.* Pearson, 6th Ed.

o She has many popular press articles: <http://leighthompson.com/thougharticles.pdf> |
| Videos about teams | * Professor Leigh Thompson (she and I think similarly / differently about topics): [https://www.kellogg.northwestern.edu/news\_articles/2014/12202014-teamwork-](https://www.kellogg.northwestern.edu/news_articles/2014/12202014-teamwork-101.aspx) [101.aspx](https://www.kellogg.northwestern.edu/news_articles/2014/12202014-teamwork-101.aspx)
* How to build trust on your virtual team: <https://www.youtube.com/watch?v=UYqKaRSW1CI>
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| Podcasts about teams | * TED Business sometimes includes teams
* Teams in primary care with Ann O’Malley and Patricia Satterstrom: [https://www.iheart.com/podcast/256-ros-review-of-systems-](https://www.iheart.com/podcast/256-ros-review-of-systems-31127140/episode/ros-reprise-teams-in-primary-41518516/) [31127140/episode/ros-reprise-teams-in-primary-41518516/](https://www.iheart.com/podcast/256-ros-review-of-systems-31127140/episode/ros-reprise-teams-in-primary-41518516/)
 |
| Voice implementation | * Satterstrom, P., Kerrissey, M., & DiBenigno, J. (2020). [The Voice Cultivation](https://journals.sagepub.com/doi/full/10.1177/0001839220962795) [Process: How Team Members Can Help Upward Voice Live on to](https://journals.sagepub.com/doi/full/10.1177/0001839220962795) [Implementation.](https://journals.sagepub.com/doi/full/10.1177/0001839220962795) *Administrative Science Quarterly*, 0001839220962795.
 |
| Virtual teams | * Ferrazzi, K. (2014). Getting virtual teams right. *Harvard Business Review*, *92*(12), 120-123.
* Bakken, R. (2018). Challenges to managing virtual teams and how to overcome them: [https://www.extension.harvard.edu/professional-](https://blog.dce.harvard.edu/professional-development/challenges-managing-virtual-teams-and-how-overcome-them) [development/blog/challenges-managing-virtual-teams-and-how-overcome-them](https://blog.dce.harvard.edu/professional-development/challenges-managing-virtual-teams-and-how-overcome-them)
* Gardner, H. K. and Matviak, I. (2020). Coronavirus could force teams to work remotely. *HBR: Leading Teams*.
* Greer, L. (2020). Why remote work makes teams (and leaders) better: [https://www.entrepreneur.com/article/351142?fbclid=IwAR23T3\_S3QZQ4AsA](https://www.entrepreneur.com/article/351142?fbclid=IwAR23T3_S3QZQ4AsAMMlUxM_AvAvqh0S6Eq0p0qOQftUTornMDJx5_uXhcPk) [MMlUxM\_AvAvqh0S6Eq0p0qOQftUTornMDJx5\_uXhcPk](https://www.entrepreneur.com/article/351142?fbclid=IwAR23T3_S3QZQ4AsAMMlUxM_AvAvqh0S6Eq0p0qOQftUTornMDJx5_uXhcPk)
 |
| Virtual mgmt | * Davey, L. (2017). How to resolve conflicts with a remote coworker. *HBR: Giving Feedback*.
* Nawaz, S. (2020). How managers can support remote employees. *HBR: Communication*.
* Carucci, R. (2020). How to manage an employee who’s struggling to perform remotely. *HBR: Managing People*.
 |
| Virtual meetings | * Axtell, P. (2016). What everyone should know about running virtual meetings.

*HBR** Axtell, P. (2016). When your boss is terrible at leading meetings. *HBR*
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|  | * Hale, J., & Grenny, J. (2020). How to get people to actually participate in virtual meetings. *HBR*
* Molinsky, A. (2020) Virtual meetings don’t have to be a bore. *HBR*
* Raffoni, M. (2020). 5 questions that (new) virtual leaders should ask themselves.

*HBR* |
| Leading teams | * Prof Amy Edmondson’s Ted Talk: How to turn a group of strangers into a team: [https://www.ted.com/talks/amy\_edmondson\_how\_to\_turn\_a\_group\_of\_strangers](https://www.ted.com/talks/amy_edmondson_how_to_turn_a_group_of_strangers_into_a_team?language=en)

[\_into\_a\_team?language=en](https://www.ted.com/talks/amy_edmondson_how_to_turn_a_group_of_strangers_into_a_team?language=en)* Articles and podcasts compiled: <https://hbr.org/topic/leading-teams>
* Watkins, M. D. (2016). Leading the team you inherit. *HBR*
 |
| Reducing sexual harassment | * Dobbin, F. & Kalev, A. (2020). Why sexual harassment programs backfire.

*Harvard Business Review 98* (3), p44-52. |
| Increasing racial equity | * Morgan Roberts, L. & Mayo, T. (2019). Toward a racially just workplace. (Part of a 5-part series on “Advancing Black Leaders”). *HBR*
* Livingston, R. (2020). How to promote racial equity in the workplace. *Harvard Business Review, 98*(5), 64-72.
 |
| Power for change | * Lingo, E. L & McGinn, K. L. (2020). A new prescription for power. *Harvard Business Review, 98*(4), 66-75.
 |
| Chilean mining rescue | * Video documentary of Chilean mining rescue: <https://youtu.be/banfsKLOpXA>
 |
| Other articles of interest | * Fisher, C. M., Amabile, T. M., & Pillemer, J. (2021). How to help (without micromanaging). *Harvard Business Review*
* [Duhigg, C. “What Google learned from its quest to build the perfect team.” The](http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=0) [New York Times. February 25, 2016.](http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=0)
* [HBR: Neurodiversity as a Competitive Advantage](https://hbr.org/2017/05/neurodiversity-as-a-competitive-advantage)
* Ely, R. J., & Thomas, D. A. (2001). Cultural Diversity at Work: The Moderating Effects of Work Group Perspectives on Diversity. *Administrative Science Quarterly 46*(2), 229–273. (This is an academic article, and it might seem long and dense, so skim it to understand the main findings.)
* Mannix, E. & Neal, M. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. *Psychological Science in the Public Interest, 6*(2), 31-55.
* Lau, D. C., & Murnighan, J. K. (1998). Demographic diversity in faultlines: The compositional dynamics of organizational groups. *Academy of Management Review, 23*(2), 325-340.
* Whetten, D. A., & Cameron, K. S. (2005). Conducting Meetings. In *Developing Management Skills* (6th ed.), pp. 583-591. Upper Saddle River, NJ: Prentice Hall. (On reserve at NYU Bobst)
 |