

OPEN+INCLUSIVE (O+I)

SESSION 1



THE IMPORTANT QUESTIONS



- What is your name or the nickname you would like us to use?
- What pronouns do you use (share only if you want to)?
- Answer one of these questions:
 - What is your dream irresponsible pet?
 - What is something you're great at, but nobody at work knows about it?

Before we move on, please give us a thumbs-up or other acknowledgement that you are comfortable with the Community Agreements we shared. If you want to suggest changes, please let us know.



O+I COURSE OVERVIEW:

WHAT IS THE COURSE ABOUT AND WHY DID WE CREATE IT?

WHAT IS THE GOAL FOR O+I?



- O+I introduces and explores research-based frameworks for organizational growth – we want to live up to the idea of “Smarter Together”
 - Requires growth in terms of organizational climate
 - Requires growth in terms of organizational culture
- In the context of O+I, our goal is to promote growth in terms of how we interact with and value one another. This will require us to adjust:
 1. Organizational behaviors
 2. Individual and team behaviors

1. ADJUSTING ORGANIZATIONAL BEHAVIORS (DEI CONTEXT)

Changes to the organization from the top down can impact the organizational culture

MIT-wide Diversity, Equity, Inclusion (DEI) structure includes

- ICEO (Institute Community Equity Office) Staff
- Six (6) Assistant Deans for DEI (one per school or college)
 - Department Diversity Officers
 - Administrative Diversity Officers
- MIT Sloan Office of DEI
- **Our Office of DEI follows four principles of problem-solving**
 - Systemic problems require systemic solutions
 - Change individual decisions by changing decision context
 - Learn what to measure before establishing performance metrics
 - Focus on means to ends and not just the ends



2. ADJUSTING INDIVIDUAL & TEAM BEHAVIORS (QOL CONTEXT)

Scale from 1 - 5 (1 = strongly disagree; 5 = strongly agree)

82% of Administrative and
78% of Support staff at Sloan
participated

Climate data from the MIT-
wide Quality of Life (QoL)
survey shows less satisfactory
experiences for some who are
in a numerical minority based
on their identity.

“I feel that I am called on to represent a social identity or demographic group in my unit (race, socio-economic background, gender, etc.).”

- Black or African American (n=18): 3.6
- Hispanic or Latino (n<15): 3.4
- 2 or more races (n<15): 3.1
- Did not answer (n<15): 3.0
- Asian (n=19): 2.7
- White (n=255): 2.1

-
- Male (n=91): 2.4
 - Female (n=257): 2.4
 - Did not answer (n<15): 2.8

“My unit does a good job of keeping employees informed about matters affecting us.”

- 2 or more races (n<15): 4.5
- White (n=257): 4.2
- Black or African American (n=18): 4.2
- Hispanic or Latino (n<15): 3.8
- Asian (n=19): 3.6
- Did not answer (n<15): 3.4



2. ADJUSTING INDIVIDUAL & TEAM BEHAVIORS (QOL CONTEXT)

Scale from 1 - 5 (1 = strongly disagree; 5 = strongly agree)

82% of Administrative and 78% of Support staff at Sloan participated

Climate data from the MIT-wide Quality of Life (QoL) survey shows less satisfactory experiences for some who are in a numerical minority based on their identity.

“I am satisfied with opportunities to collaborate with colleagues in my unit.”

- Black or African American (n=17): 4.3
- 2 or more races (n<15): 4.3
- White (n=257): 4.2
- Hispanic or Latino (n<15): 3.9
- Asian (n=19): 3.8
- Did not answer (n<15): 3.1

-
- Male (n=92): 4.2
 - Female (n=232): 4.1
 - Did not answer (n<15): 2.8

“I have adequate advancement and promotion opportunities.”

- 2 or more races (n<15): 3.3
- Black or African American (n=17): 3.2
- White (n=257): 3.1
- Hispanic or Latino (n<15): 3.1
- Asian (n=19): 2.8
- Did not answer (n<15): 2.7



2. ADJUSTING INDIVIDUAL & TEAM BEHAVIORS (IBIS CONTEXT)

Direct testimony from staff shows that individuals who are in a numerical minority based on their identity experience

1. Objectification: Treated as a social category, not an individual

Some staff in the numerical minority described being identified as “bubbly” or “high-energy” by colleagues, without recognition that this demeanor is necessary to avoid being misperceived or stereotyped as difficult or unpleasant. They do not feel that they are allowed to have a bad day.



2. (Over) Visibility: Perceived “mistakes” and differences amplified

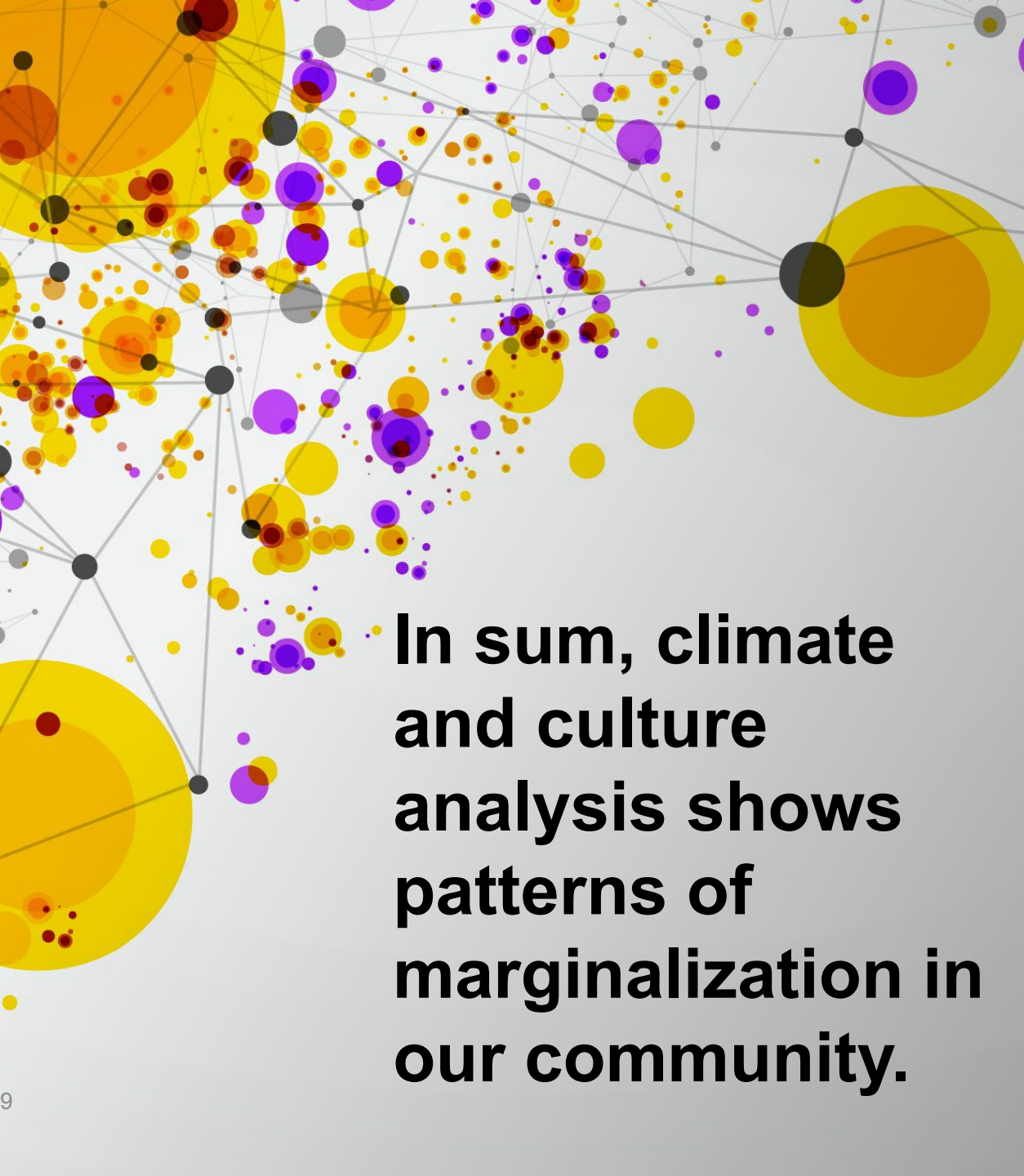
Some staff in the numerical minority shared that they limit expressing some aspects of their gender identity because they do not feel that these expressions would be accepted at Sloan (e.g., choosing what shoes to wear so that the “correct” message is being sent)

3. Assumed lack of competence and belonging

Some staff shared that they are met with surprise or disbelief from colleagues when they make an important contribution to a meeting

4. Exclusion from interpersonal relationships

Some staff shared that they feel obligated to fit into a pre-existing, “certain profile” of a professional worker who can be successful at Sloan



In sum, climate and culture analysis shows patterns of marginalization in our community.

Causes

- Overt bias and discrimination
 - *E.g., objectification and over-visibility demonstrated in IBIS results*
- Implicit biases
- Numerical minority
 - *E.g., survey & focus group results showing expectation to represent a social group*

Consequences

- Lower sense of belonging for people in marginalized groups
- Untapped/underutilized talents and skills



LEARNING ABOUT INDIVIDUALS

GET READY: ADJUST YOUR AUDIO SETTINGS

In your Zoom toolbar, click on the caret (^) next to the microphone icon.

- Click on “Audio Settings”
- Under the “Audio Profile” heading, select:
 - “Zoom optimized audio” and
 - “Low”
- Close the settings pop-up



PICK A SONG

- Another One Bites the Dust – Queen
- Express Yourself – Charles Wright
- Superstition – Stevie Wonder
- I Heard it Through the Grapevine – Marvin Gaye
- Fool in the Rain – Led Zeppelin
- Call Me Maybe – Carly Rae Jepsen
- Family Affair – Mary J. Blige
- Free Fallin' – Tom Petty
- No Scrubs – TLC
- Stand By Me – Ben E. King
- Or... choose your own song



INSTRUCTIONS



- We will put you into pairs.
 - Whoever's name is first alphabetically, will be the Tapper. The other person is the Listener.
- Tapper:
 - Think of a number from 1-10 of how confident you are that the Listener will guess your song
 - Tap (or clap) the rhythm of the song you selected for the Listener
 - NO singing, humming, or melodies

WHAT IS THE CURSE OF KNOWLEDGE?



Knowing changes our ability to share what we know. When we know the answer, we take what we know for granted.

- In the study (Heath & Heath, 2007) on which this exercise is based:
 - 50% of the Tappers thought the Listeners would be able to guess the song...but only 2.5% guessed correctly
 - Tappers over-estimated the ability of listeners to guess the song
- "Once we know something, we find it hard to imagine what it was like not to know it. [It] becomes difficult for us to share our knowledge with others, because we can't readily re-create our listeners' state of mind."

GET READY: THINK OF A REQUEST

Take 2-3 minutes to record a request that you can share with the group.

- The request could be personal (e.g., my son needs chess lessons in Pittsburgh)
- The request could be professional (e.g., I need a recommendation for developing a platform for online network experiments).

A “good” request...



- Represents a real need - big or small
- Is meaningful and important to you
- Notes specifics (what, when, where, etc.)
- Doesn't prejudge the capabilities of the group



- Knowledge transfer is critical for problem-solving together
- Another way to describe problem-solving together is **Collective Learning**
- Creates a foundation for being "smarter together"



SOCIAL STATUS IMPACTS KNOWLEDGE TRANSFER & COLLECTIVE LEARNING



High-status individuals

Research shows that they participate in, and benefit from, collective learning the most

- Ideas recognized; incentive to share what they know
- Can take high-reward risks
- Vantage point on shared goals and objectives

Middle-status individuals

They often do not have an incentive to promote organizational change

Low-status individuals

They are likely to benefit the least from collective learning

- Ideas dismissed; eventually less likely to share
- Focus on gaining group membership or legitimacy

COLLECTIVE LEARNING REQUIRES PSYCHOLOGICAL SAFETY

“Psychological safety is not at odds with having tough conversations – it is what allows us to have tough conversations.”

- Amy Edmondson

- Healthy teams are ones where it is okay to be wrong.
- A psychologically-safe climate and culture is challenging, not comfortable. It allows us to
 - Evaluate the ideas people share
 - Engage in critical debates
 - Ideas and opinions are not equally useful but you will not know unless you surface those ideas and discuss them critically.
 - Evaluate people (slowly!)

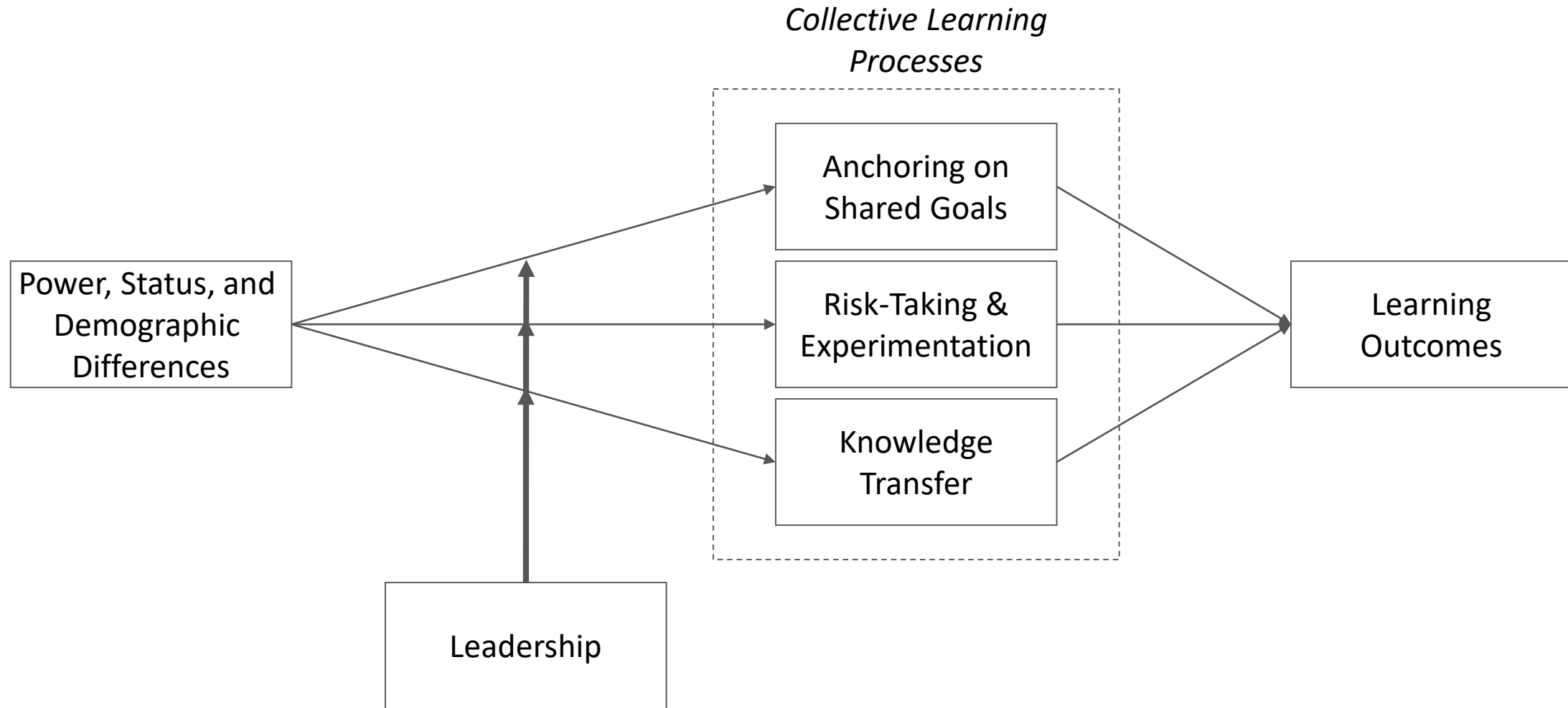



THERE ARE BEHAVIORAL INDICATORS OF A PSYCHOLOGICALLY-SAFE CLIMATE



- ❑ Give and receive feedback + Ask difficult questions
 - ❑ Raise issues and concerns + Ask for help
 - ❑ Disagree + Offer solutions to problems
 - ❑ Ask for clarification + Admit errors
- Leaders have a responsibility to create psychologically-safe climates
 - As a team member, you need to know when it is safe to take risks and share knowledge

LET'S PULL TOGETHER ALL OF THESE INDIVIDUAL ELEMENTS





**We all have some
power to influence
Collective Learning
because we all...**

- Can practice requesting and receiving help; develop awareness about the best ways to do so
- Can build our personal capacity to question our individual mental models (e.g., curse of knowledge)
- Can openly recognize power, status, and demographic differences, i.e., practice **Conscious Inclusion**



WHAT ARE THE FEATURES OF CONSCIOUS INCLUSION?



- A credible commitment to cultural change from the top down
- At every level, noticing and embracing difference
 - Not noticing our differences doesn't realize the value of diversity
 - Ignoring marginalized groups will reproduce disadvantage and inequality
- At every level, challenging stereotypical beliefs that advantage some and disadvantage other groups
 - Remaining neutral runs of the risk of historically-marginalized groups assuming default beliefs are prevalent
 - Potential for stereotype threat

COMING UP...

In Session 1, we have examined how culture and climate can shape our ability to be smarter together.

- **Session 2** – Team Diversity and Collective Learning
- **Session 3** – Practical application of Collective Learning principles
- **Session 4** – Practical application, cont.; A shared goal

ASSIGNMENT

1. (At least 10 mins) Discuss what you have learned with two people
2. Learn more about Curse of Knowledge:
 - Article (10 mins): “The Science of the Plot Twist”
 - Video (6 mins) featuring Miro Kazakoff
3. Learn more about Psychological Safety:
 - Article (15 mins) "What Google Learned From Its Quest to Build the Perfect Team"
4. (2 mins) Share a take-away, plus, delta on our cohort's Slack channel



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SESSION 2



WARM-UP ACTIVITY: YOUR “GO-TO” PEOPLE

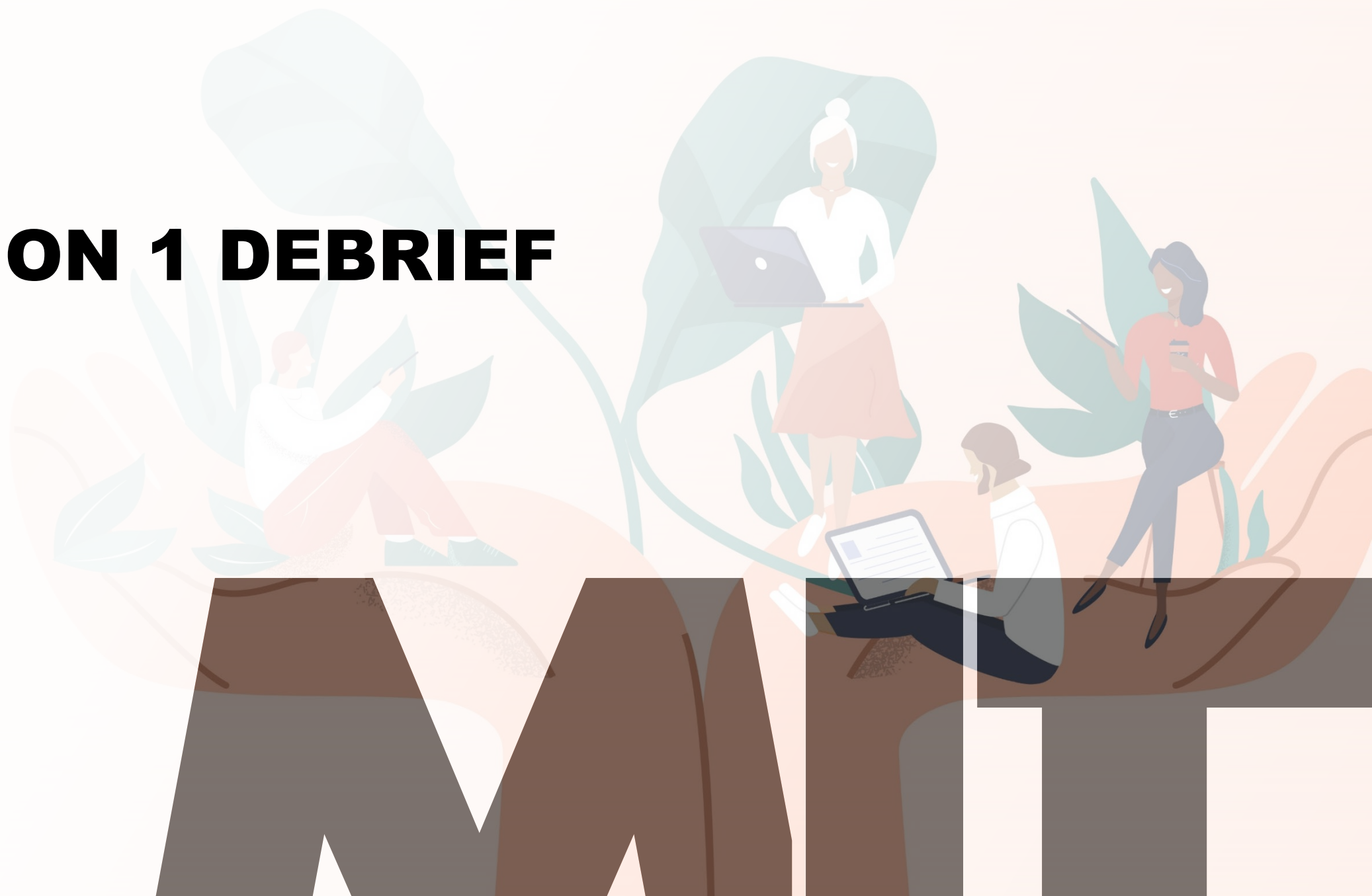
Please take two minutes to write down, or otherwise record, your answer to this question:

Who do you go to when you need advice or input about an important decision?

- Write the names of your top five people in your worksheet.
- Hold onto your sheet for later in the session.



SESSION 1 DEBRIEF



SESSION 1 SUMMARY STATEMENT



- **Culture controls our ability to be smarter together.**
- Culture is emergent. Emerges from broader organization and working conditions.
- So, we need to change our working conditions while we learn a new way to work with each other.

DEBRIEF OF SESSION 1 ASSIGNMENT



- We asked each of you to talk to two other people about what you learned in S1.
 - What did you discuss?
 - Did you speak to people who were different from you? How was the experience?
 - If you didn't have the conversations, why not?
- Please also discuss some other themes (e.g., curse of knowledge, psych safety) from the homework.
 - What surprised you?
 - Did anything align with your experiences at MIT Sloan?

MARGINALIZATION AND MISSED OPPORTUNITIES.

CHALLENGES OF BEING PART OF A NUMERICAL MINORITY



- As we saw from the Quality of Life survey data and the IBIS focus group testimony in Session 1, people who are part of numerical minority in our community:
 - Can feel called on to represent that numerical minority group as a whole.
 - Can feel less well-informed about matters that are significant for them to know about.
 - Can be less likely to be satisfied with opportunities to collaborate.
 - Can feel less satisfied with advancement opportunities.

"THE DIVERSITY-INNOVATION PARADOX IN SCIENCE" (2020)



Paper significance:

By analyzing data from nearly all US PhD recipients and their dissertations across three decades, this paper finds demographically underrepresented students innovate at higher rates than majority students, but their novel contributions are discounted and less likely to earn them academic positions. The discounting of minorities' innovations may partly explain their underrepresentation in influential positions of academia.

*Study by: Bas Hofstra,
Vivek V. Kulkarni, Sebastian
Munoz-Najar Galvez,
Bryan He, Dan Jurafsky,
Daniel A. McFarland.
Proceedings of the
National Academy of
Sciences Apr 2020, 117
(17) 9284-9291; DOI:
10.1073/pnas.1915378117*

THINK ABOUT SOMEONE YOU KNOW ...



Who works across lines of difference well

- What behaviors do they demonstrate?
- What makes them effective?

❖ *Think of a specific person for this exercise (does not have to be somebody at MIT, but it can be)*

HOW TO BUILD YOUR “RELATING CAPABILITY”



INQUIRING → → →

- Listen actively with an open mind and without judgment
- Solicit participation and feedback from others

ADVOCATING → → →

- Ensure others understand your thought process and rationale
- Identify mutual benefit in relationships (win-win)

CONNECTING



- Develop and expand relationships (externally and internally)
- Consistently support others in your network

Source: [Deborah Ancona, Thomas W. Malone, Wanda J. Orlikowski, and Peter M. Senge, “In Praise of the Incomplete Leader,” HBR, Feb. 2007.](#)

“BECOMING MORE OBJECTIVE ABOUT YOUR OWN SUBJECTIVITY”



- As described by our colleagues in the **MIT Leadership Center**, this is a critical skill for leadership and a sign of your developing mental complexity across your lifetime
- It is not easy! But there are habits you can adopt to support yourself
 - Make the implicit, explicit and offer support for others when they share openly
 - Gather the best data available from all members of the group and ask questions before reaching a conclusion
 - Take ownership for errors that you have made
- Ask yourself – is your reasoning “productive?” That is, is your primary focus trying to **produce** the best solution or do you find yourself **defending** your current view?

JOINING RELATING CAPABILITY (I-A-C) & PRODUCTIVE REASONING



- Inquiring: Knowing the other side (being other-people focused, gather what they know)
- Advocating: Knowing yourself (being objective about your subjectivity)
- Connecting: Ask how can we work together (producing rather than defending)

DIVERSITY AND TEAM PERFORMANCE



THINK ABOUT A TIME WHEN YOU WERE WORKING ON A DIVERSE TEAM



- Think of a time when working on a diverse team was beneficial. Why was it beneficial?
 - Now, think of a time when working on a diverse team was hurtful or problematic? Why was it hurtful or problematic?
- **Given your experiences, what would you say is the association between team diversity and team performance?**

DIVERSITY HAS MIXED EFFECTS ON TEAM PERFORMANCE



← Benefit

Diverse teams contain more divergent information, knowledge and expertise that can improve their outcomes.

Challenge →

Diverse teams often lack focus, engagement, and collaboration



- Diversity has the potential to increase collective learning... but not if we can't manage and embrace our differences.

HOW DIVERSITY CAN INCREASE COLLECTIVE LEARNING



- Diversity of identity, background, experiences, knowledge, problem-solving strategies = perspective
- When you get stuck, what do you do?
 - *Have I solved a problem like this before?*
 - *Continue to try an alternative as long as I see gradual improvements*
 - *Brainstorming (random search initially and then focus on more attractive alternatives)*
 - *Combining elements of prior solutions to the problem*
- Dynamics of teams that leverage their diversity include:
 - Sequential problem-solving; search and inquiry
 - Psychological safety (it is okay to be wrong)
 - Perspective-taking
 - Willingness to give and accept assistance

SEEKING OUT & EMBRACING NEW PERSPECTIVES

RESEARCH SHOWS US A COUPLE OF TRENDS IN NETWORKING



- A person in a disadvantaged position might use networks to gain access to resources.
 - Focus on developing relationships with people who are different from them.
- Individuals in positions of advantage might use networks to seek out a wider array of knowledge, information, and experiences.
 - Focus on developing relationships with people who are different from each other.

SIMPLIFIED MODELS FOR NETWORKING

NETWORKING 1.0

Approach:

- Identify a contact who can help you achieve a goal

Challenges:

- How do you discover who can be helpful?
- What do you have to offer in exchange?
- You run the risk of being viewed as overly strategic.

NETWORKING 2.0



Approach:

- Identify something you enjoy doing with people you don't know

Challenges:

- What is the activity and who is involved?
- Network connections are emergent – you learn about the person before you learn how you might otherwise collaborate
- In an activity-focused setting, how do you allocate your relationship-building time strategically?

LET'S REVIEW YOUR “GO-TO” CONTACTS

Some things to consider:

- What is the composition of your go-to contacts (e.g., gender, race, expertise, culture)?
- What is the structure of your network (how many go-to contacts know each other)?
- Where is your network diverse? Where isn't it diverse?
- What can you do to increase diversity in your “go-to” network?
- How are your connections helping you/holding you back?





ASSIGNMENT



- (60 mins) Before the next session, use the worksheet (provided via email and/or Slack) to make a few personal commitments to improve and/or strengthen the diversity of your network.
 - Think about how you can pursue those commitments with a Networking 2.0 approach
 - If you have a chance, try Networking 2.0
- (10 mins) Read Meredith Somer's article about Jackson Lu's work: "[How multicultural experience makes more effective leaders](#)"
- (2 mins) Share a take-away, plus, delta on our cohort's Slack channel

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SESSION 3



SESSION 2 SUMMARY STATEMENT & ASSIGNMENT DEBRIEF



- **The content of your network shapes what you learn.**
- Discuss Meredith's article about Jackson's research
 - What reflections can you share?
- “Networking 2.0” attempts
 - How did they go? What did you learn?

COLLECTIVE LEARNING: DECIDING AS A GROUP

LET'S MAKE A DECISION TOGETHER



- We will give you a decision scenario and time to work as a team
 - We will debrief the team decision-making processes together
- Keep in mind: “Form follows function.” Put another way, “Let what you are trying to accomplish determine how you decide.”

CHOOSE A CANDIDATE: HIRING AT WAKEFIELD MEDICAL



Scenario: Wakefield's SVP of Finance stepped down and your team has been tasked with selecting his replacement.

Your Team:

1. Senior Vice President (SVP) Marketing
2. SVP Sales
3. SVP Operations
4. SVP Research & Development
5. SVP Business Development

10 mins

On your own: Read your materials and select a candidate

10-15 mins

Meet as a team and deliberate

15 mins

Full group debrief

STEP-BY-STEP EXERCISE INSTRUCTIONS (1)



- Please use the link in chat to access the materials
- Please click into the team folder based on the team we assigned you in chat
 - Everyone on your team should download 1 copy of the General Information Sheet with their name
 - Each person on your team should download the Role Sheet(s) with their name
 - On teams of four people, one person will have two role sheets
- **Please read the materials on your own.**
 - Do NOT consult with your teammates.
 - Take notes on your General Information Sheet.
 - After 10 minutes, use the link at the bottom of your role sheet to vote for your preferred candidate.
 - If you are playing two roles, vote twice.

STEP-BY-STEP EXERCISE INSTRUCTIONS (2)



- Deliberate as a team and choose one candidate to hire.
- You may share information from your Role Sheet, but not the sheet itself.
- After 10-15 minutes, we will ask you to tell us which of the three candidates you have chosen.
- If you cannot reach a unanimous decision, please plan to tell us which candidate has the majority of the team's votes.

WHICH CANDIDATE RECEIVED THE MOST INDIVIDUAL RECOMMENDATIONS?



CAITLIN COSTELLO	RACHEL ROSEN	DANIELLE DECHRISTOFORO

WHICH CANDIDATE DID EACH TEAM CHOOSE?



	CAITLIN COSTELLO	RACHEL ROSEN	DANIELLE DECHRISTOFORO
Team 1			
Team 2			
Team 3			
Team 4			
Team 5			

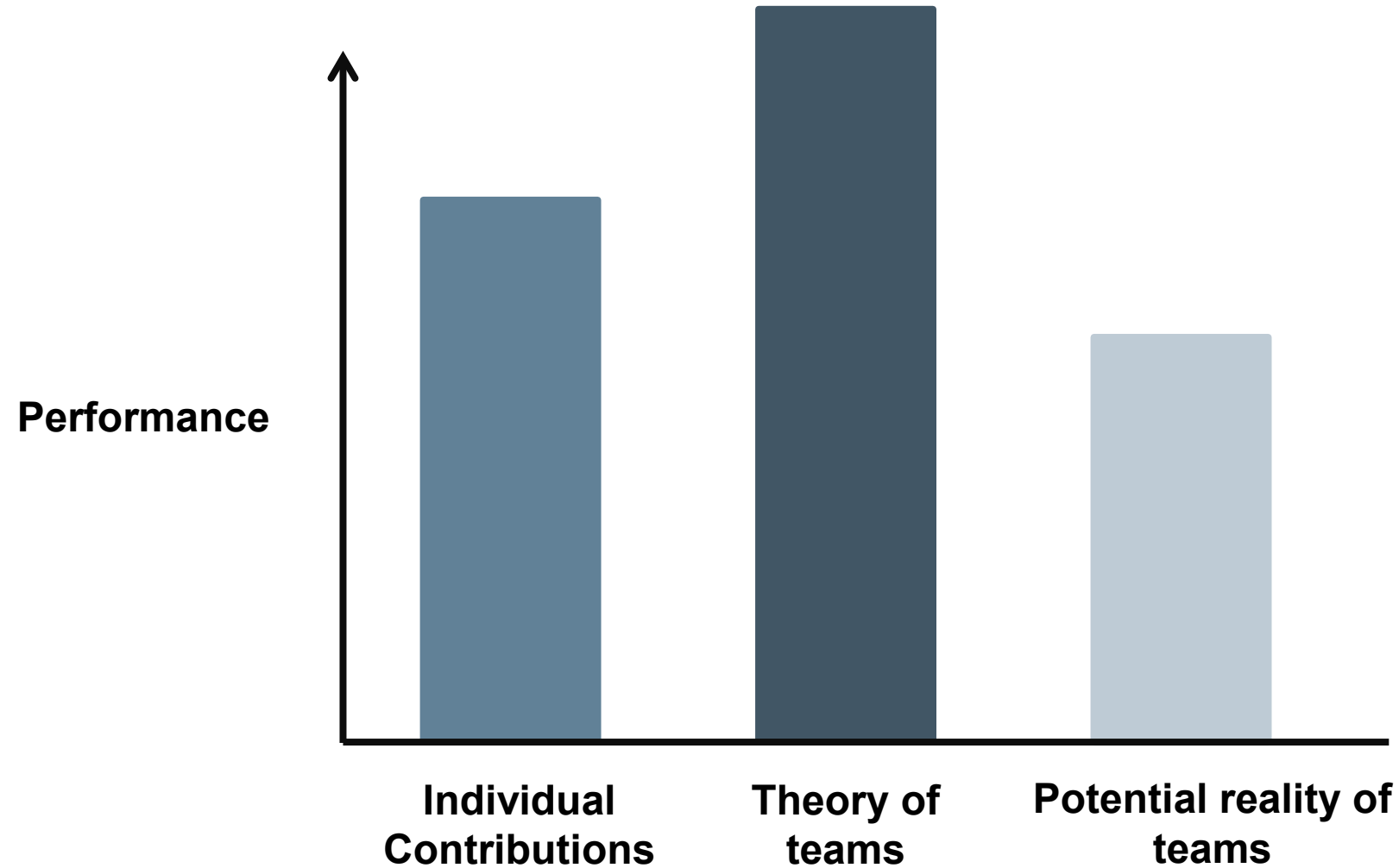
LET'S TALK ABOUT YOUR DELIBERATIONS



- How did your team find a preferred candidate?
 - Straw poll? If you didn't use a straw poll, how did you select a candidate?
- Did you rule anyone out right away?
- Did the candidate with the most initial support get chosen?
- Did anyone change their mind during group deliberations?
- Did anyone give positive (negative) information about a candidate they personally didn't (did) prefer? Why?

DISTRIBUTION OF INFORMATION & TEAM PERFORMANCE

CONSIDER THE THEORY OF TEAMS



RESEARCH ON TEAMS TELLS US THAT...



- People in teams are more likely to discuss shared (versus unique) information
- Team members trust information more when they have personal access to it
- When it is time to make a group judgment, the team tends to be influenced most strongly by information that is broadly shared

REAL-LIFE SCENARIO 1

WHEN 3-PERSON TEAMS OF REAL PHYSICIANS DIAGNOSED 2 HYPOTHETICAL MEDICAL CASES

- Some of the information about each case was given to all the doctors on each team (shared information), whereas the rest was divided among them (unique information).
- The shared information:
 - Was discussed much earlier and far more
 - Was restated often (unique information was not)
- Most diagnoses were determined using shared rather than unique information
- This tendency decreased the overall accuracy of the final diagnosis—important unique information was discounted.

REAL-LIFE SCENARIO 2

CHALLENGER LAUNCH & SCENARIOS



Challenger launch:

- Morton Thiokol engineers had unique information about faulty parts
- Shared info with NASA and MT execs
- Were ignored and/or overridden and the launch went forward, resulting in the deaths of all those on board the ship.

When teams run mock launches, if the unique information about faulty parts is given to a woman or a person of color (or someone with both identities), it is even more likely that person will be ignored or dismissed if they try to “stop the launch” in the role-play.

SUBOPTIMAL PROCESSES



- **Initial preferences get in the way**
 - We embrace evidence consistent with initial preferences
 - We defend publicly-stated positions and strategically share or withhold information to support those positions
- **Shared knowledge has a “sampling advantage”**
 - Unique knowledge is critical for team performance, but sharing it can be personally risky; status can affect ability to share and be listened to
- **And...** teams often **cut short discussions** and make a decision before unique info is surfaced (time limit on exercise mimics this)
 - **Even when meetings are prolonged**, the two suboptimal processes feed each other: individual's initial preferences cause them to ignore unique information

OPTIMAL PROCESSES

Suboptimal: Initial preferences get in the way

Optimal:

- Withhold initial preferences (no more straw polls)
- Establishing a process to collect all information first
- Rank order all options instead of selecting one – no answer is discounted until the very end

Suboptimal: Shared knowledge has a sampling advantage

Optimal:

- Noting that information should be shared regardless of its connotation (positive, negative, neutral) – trust the team to decide
- Lower the stakes for being “wrong” – divergent information is welcome and important
 - (Leaders) Assign "bar raiser" role and switch up who plays that role
- Taking a skills inventory (map the knowledge and expertise of team members)

Norms of constructive disagreement

- (Leaders) Seek consensus with qualification, i.e., retain the right to make a final call based on an open assessment of all available information
- Framing the decision as a problem-solving exercise vs. as a personal opinion and normalize honest reactions





ASSIGNMENT



- (60 mins) Consider at least two (2) conversations or situations from the past where you attempted to share knowledge or influence a decision, but felt your attempts were ineffective. Reflect on your own lived experiences and write down, or otherwise record, what you know now that you wish you knew back then.
- (2 mins) Share a take-away, plus, delta on our cohort's Slack channel

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SESSION 4



SESSION 3 ASSIGNMENT DEBRIEF



- Tell the group about a conversation or situation from the past (e.g., attempt to share knowledge or influence a decision) where you wish you knew then what you know now.
- Could the concepts you have learned in O+I have helped you?
 - Which concept(s)?
 - Why or why not?

SESSION 3 SUMMARY STATEMENT



➤ **Let your form follow your function.**

The structure of your decision-making processes (form) determines the quality of your decisions (function).

TAKE 2: HIRING AT WAKEFIELD MEDICAL



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5 mins

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10 mins

Meet as a team and deliberate

10 mins

Full group debrief

WHICH CANDIDATE RECEIVED THE MOST INDIVIDUAL RECOMMENDATIONS?



JOHN CONRAD	TOM EUGENE	KEVIN STEVENS

WHICH CANDIDATE DID EACH TEAM CHOOSE?




	JOHN CONRAD	TOM EUGENE	KEVIN STEVENS
Team 1			
Team 2			
Team 3			
Team 4			
Team 5			

LET'S TALK ABOUT YOUR DELIBERATIONS



- How did your team find a preferred candidate?
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STRONGER TOGETHER: TARGETED UNIVERSALISM & O+I

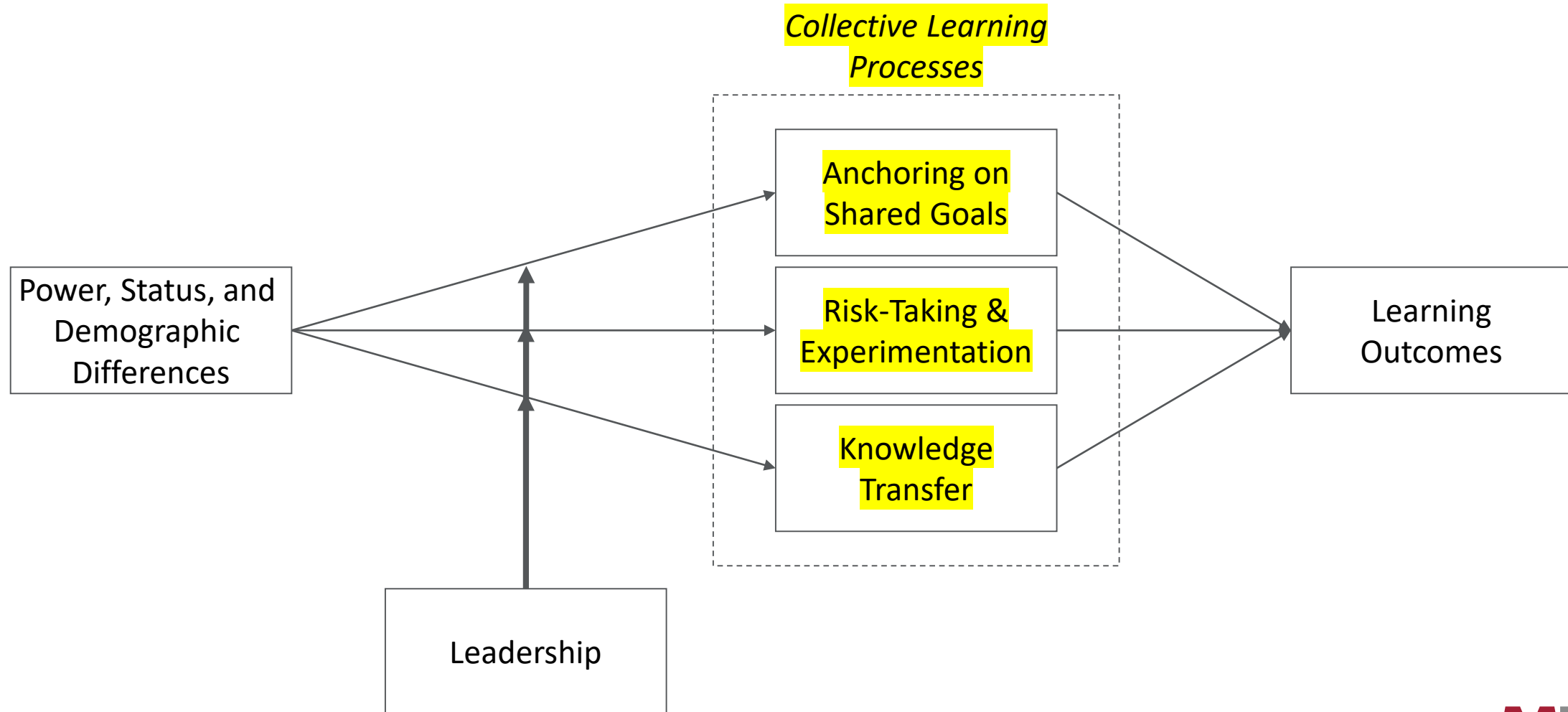


“[Targeted Universalism] targets the various needs of each group, while reminding us that we are all part of the same social fabric.”

john a powell, Othering and Belonging Institute at UC Berkeley



COLLECTIVE LEARNING, INDIVIDUAL GOALS





WHO CAN SHARE WITH THE GROUP?

THANK YOU & NEXT STEPS

Post-course assessment:

- It should take about the same amount of time as your pre-course assessment (~10-15 mins).
- We will give you credit for the course after we have received your response. You may also collect a hoodie or fleece after that.

We will add all of you to #oi-graduates Slack channel, where you can connect with others who have completed the course. Feel free to share your goals with the larger group! You'll also find relevant course materials there.

Compiled by Amanda Jarvis for the MIT Sloan School of Management Open+Inclusive Course. Please do not duplicate or distribute without permission.

GLOSSARY OF O+I TERMS (Sessions 1-4)

* Please feel free to reach out to Amanda (arjarvis@mit.edu) if you'd like her to add or clarify other terms that are not included below *

C

CLIMATE DATA: Refers throughout the sessions to data collected via MIT's Quality of Life surveys (QoL, currently every 4 years, last one in 2020) and Academic Climate Surveys (ACS, currently every 2 years, last one in 2018). Some populations are consistently excluded from QoL and ACS data and analysis, e.g., non-binary folks, LGBTQ+ individuals (sample sizes are often considered "too small to be representative").

COLLECTIVE LEARNING: Very simply – collective learning is learning together. More detailed – *“Collective learning is a complex concept that is variously defined. It is generally conceptualized as a dynamic and cumulative process that results in the production of knowledge. Such knowledge is institutionalized in the form of structures, rules, routines, norms, discourse, and strategies that guide future action. Learning emerges because of interactive mechanisms where individual [UNIQUE] knowledge is shared, disseminated, diffused, and further developed through relational and belonging synergies. Collective learning can therefore be conceived as an evolutionary process of perfecting collective knowledge”* ([source](#)).

COMPENSATORY ACTION: Actions designed to help members of disadvantaged groups, especially minorities and women, catch up, usually by giving them extra education, training or services (read more about context of Affirmative Action, which includes compensatory measures, [here](#)).

CONSCIOUS INCLUSION: Embracing difference as an organizational strength, and executing an organization-wide initiative to support beliefs and behaviors that value difference as a key factor in achieving optimal outcomes. [Read Ray and Fiona's article to understand Sloan's approach.](#)

CURSE OF KNOWLEDGE: Refers to a cognitive bias where ones incorrectly assumes that everyone knows as much as oneself about a given topic. It can be hard for an individual with knowledge on a topic to imagine what it would be like to not have that knowledge. This can make it difficult to share known information, because in order to do so effectively, one must understand the other party's state of mind (paraphrased from [Heath & Heath 2006](#)).

D

DEI (DIVERSITY, EQUITY, INCLUSION): As defined by [MIT's Committee on Race and Diversity \(CRD\)](#), sponsored by the [Institute Community Equity Office \(ICEO\)](#): **Diversity** is the sum of social, cultural, and identity-based human attributes represented within a group; **Equity** is access to opportunity and advancement for all members of a group, and is distinct from equality and fairness; **Inclusion** is the act of creating environments in which all members of a group are welcomed, respected, supported, and valued.

E

EQUITY AND EQUALITY: **Equity** includes access to opportunity and advancement for all members of a group. Crucial to our understanding of **equity** in this course is John A. Powell's framework of **TARGETED UNIVERSALISM** (defined below). This framework addresses gaps in common practices aimed at equity. **Equality** advocates for everyone to have the same resources despite varied circumstances and backgrounds.

M

MARGINALIZATION: *“A reciprocal process through which an individual or group with distinctive qualities, such as idiosyncratic values or customs, becomes identified as one that is not accepted fully into the larger group”* ([source](#)). *“Marginalized populations are groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power relationships across economic, political, social and cultural dimensions”* ([source](#)).

MENTAL MODELS (FRAMING): *“Mental models are personal, internal representations of external reality that people use to interact with the world around them. They are constructed by individuals based on their unique life experiences, perceptions, and understandings of the world. Mental models are used to reason and make decisions and can be the basis of individual behaviors. They provide the mechanism through which new information is filtered and stored”* ([source](#)).

N

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NETWORKING: A process of making connections and building relationships. We know from research that individuals with more diverse networks gain valuable leadership capabilities from that diversity, and are also more likely to overcome the CURSE OF KNOWLEDGE (defined above) when communicating across cultures. See [Meredith Somer's article on Jackson Lu's research](#) for more information.

O

OPEN+INCLUSIVE: This course aims to be one tool for cultural change. The baseline premise is that cultural change requires action at the organizational level (leadership-driven), as well as individual action (personal commitment to growth with respect to interpersonal interaction).

P

PSYCHOLOGICAL SAFETY: In brief – it has to be okay to be wrong in front of others, even if (perhaps *especially* if) you are the formal or informal leader of the group. This concept was formally introduced to scholarship by [Schein and Bennis in 1965](#), in which they explain that psychological safety constitutes “*reduc[ing] a person's anxiety about being basically accepted and worthwhile.*” In her [1994 book, author and scholar bell hooks](#) expanded our understanding of the crucial role that fear of mistakes plays in pedagogy and academic settings: “*If we fear mistakes, doing things wrongly, constantly evaluating ourselves, we will never make the academy a culturally diverse place where scholars and the curricula address every dimension of that difference.*” In her [1999 article, Amy Edmondson](#) codified the definition of psychological safety: “*the belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes, and the team is safe for interpersonal risk taking*” and a related definition of team psychological safety: “*a shared belief held by members of a team that the team is safe for interpersonal risk taking.*” For additional resources, see [McKinsey Quarterly's Five-Fifty on psychological safety](#), [Google's re:Work tool for fostering psychological safety](#), or the episode “[Is it safe to speak up at work?](#)” from the [WorkLife podcast with Adam Grant](#).

PRODUCTIVE REASONING: See [Argyris 1991](#) for a fuller exploration of the concept. In short, a method of problem-solving that involves supporting one's claims with observable data, making the implicit explicit, encouraging inquiry and questioning of one's stated views/position, and seeking disconfirmation (challenges to one's stated views/position) through public testing.

R

RELATING CAPABILITY: Concept from Deborah Ancona's research. Effective leaders are strong listeners who seek to understand the motivations of others. They pay attention to others' feelings and assumptions and attempt to bring people together by using this knowledge to build/manage mutually-supportive relationships, and to gain support for their own ideas (paraphrased from [source](#); [original article](#) cited in course materials).

S

SEQUENTIAL PROBLEM SOLVING (SEQUENTIAL DECISION MAKING): ““Describes a situation where the decision maker makes successive observations of a process before a final decision is made. In most sequential decision problems there is an implicit or explicit cost associated with each observation. The procedure to decide when to stop taking observations and when to continue is called the ‘stopping rule.’ The objective in sequential decision-making is to find a stopping rule that optimizes the decision in terms of minimizing losses or maximizing gains, including observation costs” ([source](#)).

STEREOTYPE THREAT: “Defined as a ‘socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one's group applies’ ([Steele & Aronson, 1995](#)). According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities” ([source](#)).

T

TARGETED UNIVERSALISM: “Introduced by Berkeley professor [John a. powell](#) of the [Othering and Belonging Institute](#); a framework that sets universal goals for the general population that are accomplished through targeted approaches based on the needs of different groups” ([source](#)). This concept is crucial for our understanding of equity in the course. See further explanation in “[Beyond Equity: Targeted Universalism and Closing the Racial Wealth Gap.](#)”

TOKENISM: “The practice of doing something (such as hiring a person who belongs to a minority group) only to prevent criticism and give the appearance that people are being treated fairly” (via Merriam Webster, cited in [this article](#)).

U

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URM: Acronym for “underrepresented minority.” At Sloan/MIT, an underrepresented minority is defined as: *A U.S. citizen or permanent resident with one or more of the following racial and/or ethnic identities – Black, African American, Hispanic, Latino(a) or Latinx, Native American or Alaska Native, Native Hawaiian, or other Pacific Islander* ([as cited on p. 14 of Sloan’s D&I Task Force Report](#); Federal definition cited by MIT [here](#), “Definitions of Minority Faculty”).

LIST OF O+I RESOURCES (Sessions 1-4)

Pre-reading	1. Murray, F., & Reagans, R. (2021). How we're building a more inclusive organization. Retrieved from: https://mitsloan.mit.edu/ideas-made-to-matter/how-were-building-a-more-inclusive-organization
Session 1	Reference Materia
	<ol style="list-style-type: none"> 1. Summary of DEI dean positions across MIT and overview of MIT staff with DEI-specific roles 2. MIT Quality of Life 2022 results (via MIT Institutional Research dashboard) 3. Heath, C., & Heath, D. (2006). The curse of knowledge. Harvard Business Review, 84(12), 20-23. 4. Psychological Safety <ul style="list-style-type: none"> • Context on concept of "Humble Enquiry" developed by Prof. Ed Schein (book review, interview) • Edmondson, A., et al. (2020). Psychological safety, emotional intelligence, and leadership in a time of flux. Retrieved from: https://www.mckinsey.com/featured-insights/leadership/psychological-safety-emotional-intelligence-and-leadership-in-a-time-of-flux#/ • Edmondson, A. (2019). Why you should reject 'Psychological Safety.' Retrieved from: https://minutehack.com/opinions/why-you-should-reject-psychological-safety • Image source for behavioral indicators of psychological safety 5. Argyris, C. (1991). Teaching smart people how to learn. Harvard business review, 69(3). 6. American Psychological Association, July 15, 2006: "Stereotype Threat Widens Achievement Gap." 7. Bunderson, S., & Reagans, R. (2010). Power, status, and learning in organizations. Organization Science, 22(5), 1182-1194. 8. Ospina, S.M., Foldy, E.G. (2018). Collective Dimensions of Leadership. In: Farazmand, A. (eds) Global Encyclopedia of Public Administration, Public Policy, and Governance. Springer, Cham. https://doi.org/10.1007/978-3-319-20928-9_2202 and O'Neill, C., & Brinkerhoff, M. (2018). Five elements of collective leadership. Non-Profit Quarterly. Retrieved from: https://nonprofitquarterly.org/five-elements-collective-leadership/
Assignment	<ol style="list-style-type: none"> 1. Tobin, V. (2018). The science of the plot twist – how writers exploit our brains. Retrieved from: https://theconversation.com/the-science-of-the-plot-twist-how-writers-exploit-our-brains-95748 2. Kazakoff, M. (2021). "The curse of knowledge: Why experts struggle to explain their work. Retrieved from: https://www.youtube.com/watch?v=XQivffNijQo 3. Duhigg, C. (2016). What Google learned from its quest to build the perfect team. Retrieved from: https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html
Session 2	Reference Material
	<ol style="list-style-type: none"> 1. Hofstra, B., Kulkarni, V. V., Munoz-Najar Galvez, S., He, B., Jurafsky, D., & McFarland, D. A. (2020). The diversity–innovation paradox in science. Proceedings of the National Academy of Sciences, 117(17), 9284-9291. 2. Ancona, D., Malone, T. W., Orlikowski, W. J., & Senge, P. M. (2007). In praise of the incomplete leader. HBR, 85(2), 92-100. 3. Reagans, R., Zuckerman, E., & McEvily, W. (2004). How to make the team: social networks vs. demography as criteria for designing effective teams. ASQ, 49(1), 101-33.
Assignment	<ol style="list-style-type: none"> 1. Somers, M. (2021). How multicultural experience makes more effective leaders. Retrieved from: https://mitsloan.mit.edu/ideas-made-to-matter/how-multicultural-experience-makes-more-effective-leaders (Prof. Jackson Lu's academic paper is linked in the article if you wish to read it, but this is not required)
Session 3	Reference Material
	<ol style="list-style-type: none"> 1. Lu, L., Yuan, Y. C., & McLeod, P. L. (2012). Twenty-five years of hidden profiles in group decision making: A meta-analysis. Personality and Social Psychology Review, 16(1), 54–75. https://doi.org/10.1177/1088868311417243 2. Real-world examples of team decision-making processes (medical field)

	<ul style="list-style-type: none"> • Larson J.R. Jr., Christensen C., Franz T.M., & Abbott A.S. (1998). Diagnosing groups: the pooling, management, and impact of shared and unshared case information in team-based medical decision making. J Pers Soc Psychol. 75(1):93-108. doi: 10.1037//0022-3514.75.1.93. PMID: 9686452. • Mayo, A.T., & Williams Woolley, A. (2016). Teamwork in health care: Maximizing Collective Intelligence via Inclusive Collaboration and Open Communication. AMA J Ethics. 18(9):933-940. doi: 10.1001/journalofethics.2016.18.9.stas2-1609. • Articles providing context on the Challenger launch (another team-making decision process) and the engineers who tried to stop it: here, here, here, and/or here.
Assignment	1. Our adapted version of the “What, So What, Now What?” reflection model (based on this resource from the BDA and this one from Otago Polytechnic)
Session 4	Reference Material
	1. Targeted Universalism: Resources and Tools. Retrieved from: https://www.communitycommons.org/entities/6a5b1ab8-dbbc-4041-b4ca-9dfb525f9e1d 2. Bunderson, S., & Reagans, R. (2010). Power, status, and learning in organizations. Organization Science, 22(5), 1182-1194.