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| **Georgetown University, Bachelor of Arts in Liberal Studies****Organizational Behavior (BLHS-426-101)****Spring 2022** |

**Credits:** 3

**Dates:** Wednesday, January 12, 2022 to Saturday, May 3, 2022

**Location:** Georgetown University School of Continuing Studies (SCS) utilizes the Canvas Learning Management System for the provision of online courses. As an online course, all course content will be provided and exchanged on the Canvas platform.

**Instructor:** Patrick McCreesh (Patrick.McCreesh@georgetown.edu).

**Instructor Contact Information:** Please email me through the Canvas Inbox. If you have issues with the Canvas Inbox, please contact me using the above email address.

**Virtual Office Hours:** Scheduled as needed. These times will be open and informal for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom.

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| **Course Description** |

Effective organizations today demonstrate financial success ***and*** a strong understanding of the people within the organization. Likewise, effective project managers have the right skills to manage scope, schedule, and costs; while also bringing the right skills to manage the people within the team. The purpose of this course is to explore the human side of management and support skill development to help you become a better team member, team leader, and organizational leader.

Through a blend of psychology, economic, and business materials, the course will provide a base understanding of how organizations, and more importantly the people within them, behave. The course will start with an exploration of how individuals behave within organizations to include self-exploration of how you operate and have operated within your organizations. Next, the course will examine how group dynamics function with an understanding of the role of teams and leadership within organizations, Last, the course will identify how organizational design and culture impact an organization and the organization’s ability to change with the world.

The course will blend academic concepts with real-word case studies to create memorable analogies for students. The course will use a blend of readings, lectures, videos, exercises, individual assignments, and class discussion. Assessments will focus on the practical application of concepts for you to examine yourself, your own groups, and your own organizations.

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| **Course Learning Objectives** |

Upon successful completion of this course, you will be able to:

1. **Discuss** how organizations operate at the individual level, the group level, and at the full organizational level.
2. **Apply** the psychological underpinnings of individual behavior within organizations including the impact on personalities, motivations, values, and decision-making.
3. **Analyze** group behavior within organizations including the role of teams and leadership, as well as group dynamics such as communication, power, and conflict.
4. **Examine** the role of organizational systems such as organizational purpose, strategy, structure, and culture, influence the organization’s adaptability and evolution.
5. **Evaluate** the impact of different levels of organizational behavior (individual, group, and organizational) on a new or existing organization.

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| **Required Materials** |

A Harvard Business School Publishing Coursepack has been developed for this course.

Two items in the Coursepack MUST be purchased through the Harvard Business School Publishing website - they are not available anywhere else. The easiest way to purchase them is by using the [**Coursepack link**](https://hbsp.harvard.edu/import/868109). These are the required purchases:

* Goleman, D. (2004, January). What Makes a Leader? Harvard Business Review.
* Judge, W.Q & Hill L. A. (2020). Change Management Simulation: Power and Influence V3. Harvard Business Publishing.
* Kerr, W. R., Jones, B., & Brownell, A. (2016, October 17). Supercell. Case Study. Harvard Business School.

While all readings in the HBSP Coursepack are **mandatory**, some readings will show an "optional" notation. This references an *optional purchase* option, not an optional reading. The optional purchase option allows students to opt-out of purchasing that reading from the Coursepack if they prefer to find the reading by alternative methods or if they already own the item.

For your own convenience, you can choose to purchase all of the optional purchases in the coursepack. You can, however, choose to purchase some and not others, and you can return to the coursepack throughout the semester if you choose to make a purchase decision at a later time.

*Please note: You can access HBR articles in the GU Library using the following instructions:*

*According to our (GU Library) agreement with EBSCO, we cannot add hyperlinks to any article in Harvard Business Review in Canvas. Please go to the GU Library website to access and download the Harvard Business Review article. Use your GU NetID and password when prompted for login credentials.* [*Download Instructions to Access HBR article*HBRaccess-instructions.docx](https://docs.google.com/document/d/1_4l0vNEqQdY1VjiaW_dOwH4kAF-uVtht/edit?usp=sharing&ouid=107187765851923168396&rtpof=true&sd=true)

**Harvard Business School Publishing Coursepack** **link**: <https://hbsp.harvard.edu/import/868109>

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| **Overview of Course Structure** |

This course consists of 15 modules, excluding the orientation module. Each module corresponds to approximately 1 week of study in this 15-week course. You should complete the orientation module prior to beginning Module 1.

The later course modules are locked and will open on specific dates as you move through the course so that you can work on them. The modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates. See the [Weekly Schedule](#_heading=h.kgcv8k) for details.

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| **Elements of This Course** |

Your course grade will be based on your completion of course activities and assignments. You will read full details about each of them in the Canvas course.

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| **Activities** | **% of Grade** |
| **Materials: Readings and Videos** There are module-specific readings, which are found on the Module Learning page. | **NA** |
| **Synchronous Meeting** There will be four sessions offered for the group to gather and ask questions of the course. Each session will correspond to the completion of one of the major sections of the course - the individual, the group, or the organization. | **NA** |
| **Pre-Course Survey** This exercise will help you to consider where you are in your understanding of Negotiations before you begin the class. It will also give you a chance to look back on your own learning over the course of this semester upon completion of the course. | **NA** |
| **Academic Integrity: GU Honor Pledge (Required)** This is an important exercise for establishing a culture of honesty in our course learning environment. | **Complete / Incomplete** |
| **Assignments** |  |
| **Self-Introduction (Required Video Introduction)** This video self-introduction builds community and provides us with an opportunity to verify student identity. | **Complete / Incomplete** |
| **Knowledge Checks** Many are short auto-graded quizzes which provide you with opportunities to assess how well you are grasping the content. | **10%** |
| **Discussions** Discussion forums provide you with a means to have conversations with your fellow learners and are reflective by nature. They allow you to read others’ perspectives about the concepts you are learning and carefully consider a response, thus supporting critical thinking. | **20%** |
| **Change Simulation (including Reflections)** A Harvard Business online simulation that you must complete in Module 14. | **5%** |
| **Self-Reflection Exercise (Individual)** This is an individual assignment based on data and evidence to help you critically analyze yourself using the concepts in the course. In order to successfully complete this assignment, you will need to do three things well: 1) collect and organize data about you, 2) analyze the data into themes about you, and 3) connect these learnings to the lessons from the first four modules of the course on the individual. | **20%** |
| **Teams Case (Individual)** This individual assignment requires a detailed understanding and analysis of the “Supercell” case by William R. Kerr, Benjamin Jones, Alexis Brownell included in the Harvard Business Course Packet. | **20%** |
| **Organization Presentation (Group Assignment)** The purpose of this assignment is to analyze an organization and apply concepts from the entire course to your analysis. For this group assignment, your team will decide what organization you want to analyze and research the organization to a level that you can credibly apply the concepts from *the entire course*. | **25%** |
| **TOTAL** | **100%** |

Refer to Course Deliverables and Grading for the submission schedule and assessment percentage weighting

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| **Grading** |

A: 93% to 100%

A-: 90% to 92%

B+: 87% to 89%

B: 83% to 86%

B-: 80% to 82%

C+: 77% to 79%

C: 73% to 76%

C-: 70% to 72%

D+: 67% to 69%

D: 63% to 66%

F: 62% and below

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| **Course Policies** |

#### **Attendance Policy**

Since this is an online course, you do not need to “attend” a Canvas “class” at specific times. There are optional Live Session events which occur at specific times. Also, be aware that there are assignment deadlines at the end of every week (every Sunday at 11:59 p.m. EST). In order to be successful in this course, we recommend that you login to Canvas at least three times per week, if not daily. This will ensure that you commit sufficient time to reading and watching course material, engaging in class discussions, and completing assignments.

#### **Time Commitment**

Online courses meet the same academic standards as on campus courses. Each module is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For a 15-week, 3-credit course, you should allocate *7-10 hours per week* for each online module.

#### **Submission Policy**

Submit all assignments to the Canvas course website. Assignments submitted through email are not acceptable and will be considered missing/and or late.

#### **Late Work Policy**

No late submissions or extensions are permitted.

#### **Citation Policy**

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here: [School of Continuing Studies Library: APA 7th Edition](https://guides.library.georgetown.edu/scsgeneral/apa).

#### **Turnitin.com**

Students agree that by taking this course all required papers will be subject to submission to Turnitin.com for text matching algorithms to detect plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. For technical support, go to [Turnitin Support Services](http://turnitin.com/en_us/support).

#### **Communication Policies**

##### **Communication with Instructor**

During the course we will check conversations and monitor the discussion boards frequently. I encourage you to post questions relevant to the whole class to the *Course Q & A discussion board*. If you have a private concern, please send me an email. You can expect a response within two days. We can hold virtual office hours by appointment.

##### **Communication with Peers**

You will be expected to communicate with your peers via the discussion board. For group work, you may choose to contact your peers via Canvas Inbox, Georgetown emails or your team’s preferred method of communication.

##### **Announcements**

We will post announcements in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain important information about upcoming projects or class concerns.

#### **Instructor Feedback/Turnaround**

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 3-5 business days for assessment submission feedback.

#### **Honor System**

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown’s honor code unconditionally. If you have not done so, please read the honor code material located online at the [Georgetown University Honor Council website](http://honorcouncil.georgetown.edu).

#### **The Honor Pledge**

*In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and to uphold the Georgetown University honor system:*

* *To be honest in every academic endeavor, and*
* *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

#### **Netiquette Guidelines**

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

* **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
* **Discussion boards are conversational**. You are encouraged to use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language is acceptable, as well as (limited) cliche or buzzword phrases. Emoticons, if warranted to convey tone, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.
* **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

In this course, you will sometimes interact with your peers via peer review. When you review each other’s work, there is etiquette that you must follow.

* You must be **kind**. There is no reason to be mean, or put somebody down, or do anything else of the sort.
* You must be **honest**. If you think something your peer says is incorrect, say so. Of course, don’t be mean when you offer your criticism. We can offer honest criticism without being mean. Just be honest.
* You must be **direct**. Do not make your point in a roundabout way. For example, do not be passive aggressive, do not merely hint at some point without actually saying it, do not make your reader infer what you are trying to suggest, and so on. Just say directly and straightforwardly what you want to say.
* You must give **reasons**. If you propose that something your peer has said is wrong, you must provide the reason that explains why. It is not enough to say “this is incorrect.” You must say, “this is incorrect, because ” (and then fill in the blank).

I will monitor all peer reviews.

#### **Incomplete and Withdrawal Policies**

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is handed in and then the grade shall be changed accordingly.

If you wish to withdraw from the course, you must do so before the date indicated in the academic calendar. Course withdrawal requests cannot be done by simply calling programs or the Registrar’s Office or by emailing an advisor. It is the student’s personal responsibility to withdraw from a course in MyAccess before the official withdrawal deadline. Failure on the student’s part to withdraw officially from a course will result in a grade of “F” in the course and be factored into the student’s academic standing (probation and termination) and official GPA.

#### **Accommodation Policy**

##### **Students with Disabilities**

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services, among others.

Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); [Disability Support Services website](https://academicsupport.georgetown.edu/disability)) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](https://academicsupport.georgetown.edu/). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

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| **Technical Requirements** |

#### **Computer Requirements Outside Canvas**

You will need to have access to a computer and internet with an up-to-date browser and operating system. You will also need Adobe Reader to view course documents in PDF form. If you do not have the free Adobe Acrobat Reader software on your computer, you can download it by going to the [Adobe Reader download website](https://get.adobe.com/reader/). You will also need the most up-to-date [Flash plugin](https://helpx.adobe.com/flash-player.html). If you do not have access to a computer and the internet during the course, there are computer labs at most public libraries with internet access that you can use for free.

Here are the requirements to run Canvas on your machine:

##### **Operating Systems**

* Windows XP SP3 and newer
* Mac OSX 10.6 and newer
* Linux - chromeOS

##### **Mobile Operating System Native App Support**

* iOS 7 and newer
* Android 2.3 and newer

##### **Computer Speed and Processor**

* Use a computer 5 years old or newer when possible
* 1GB of RAM
* 2GHz processor

##### **Internet Speed**

* Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
* Minimum of 512kbps

##### **Audio and Video Capability**

* You will need an internal or external microphone *and* camera. Most computers now come with them built in.

#### **Technical Skills Requirements**

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to use a variety of technologies, such as:

1. Communicating via email including sending attachments
2. Navigating the World Wide Web using a Web browser
3. Using office applications such as Microsoft Office or Google Docs to create documents
4. Communicating using a discussion board and uploading assignments to a classroom website
5. Uploading and downloading saved files
6. Having easy access to the Internet
7. Navigating Canvas, including using the email component within Canvas
8. Using a microphone to record audio through your computer
9. Using an internal or external camera to record video through your computer.

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| **Student Support and Help** |

#### **Academic Support**

##### **Library Research Guide**

Each MPS program has an extensive online Library Research Guide designed for the subject and research specifications of the program. The guide will give you direct access to the library resources central to your course research work. To access the guides, go to the [GU Library Research Guides website](https://guides.library.georgetown.edu/researchcourseguides).

##### **Library Services**

Georgetown students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer overviews and in-depth assistance with important resources for papers, capstones, projects, and other types of research. Appointments are conducted in person, by using Google Hangout (video-conferencing function) through the Georgetown Gmail System, or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers.

##### **eResources**

Students enrolled in courses have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library’s Homepage](https://www.library.georgetown.edu/) by using your NetID and password.

##### **Writing Lab**

The Writing Lab provides assistance SCS students during the writing process and also provides the essential writing skills necessary to succeed in school. The Writing Lab holds workshops every semester on a variety of topics, and also offers one-on-one sessions with an experienced writing tutor, either online or on-site.

To meet the diverse needs of our SCS student population, writing workshops and tutoring sessions designed to assist both native and non-native speakers are available. To learn more about the services available to you, visit the [SCS Writing Lab website](http://scswritinglab.georgetown.domains/).

#### **Technical Support**

##### **Canvas Support:**

All students have access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at (855) 338-2770. Clicking the 'Help' icon in the lower left of your Canvas window will display your available support and feedback options. If you are looking for help on a specific feature, please review the [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701).

##### **Zoom Support**

Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available on an external website](https://help.georgetown.edu/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=georgetown_university&article_id=8580-8283-5647).

##### **Turnitin Support**

TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available on an external website](http://turnitin.com/en_us/support).

##### **GU Account**

Contact the UIS Service Center at Help@georgetown.edu or 202-687-4949 if you have a question regarding:

* your GU netID and/or password
* your GU email account
* any connectivity issues

Contact your instructor if you have any questions relating to course content.

#### **Student Support Services**

SCS offers a variety of support systems for students that can be accessed online, at the

School of Continuing Studies downtown location, and on the main Georgetown campus:

* [Academic Resource Center](https://academicsupport.georgetown.edu/) | (202) 687-8354 | arc@georgetown.edu
* [Counseling and Psychiatric Services](https://studenthealth.georgetown.edu/mental-health) | (202) 687-6985
* [Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/) | (202) 687-4798

See also SCS’s [Resources for Current Students website](https://scs.georgetown.edu/resources-current-students/student-handbooks/), which contains information about disability services and career resources, as well as [SCS’s Admissions and Aid website](https://scs.georgetown.edu/admissions/), which has information about financial aid and academic advising.

#### **Accessibility Support**

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility, please see the following technology pages.

* [Canvas accessibility page](https://community.canvaslms.com/docs/DOC-2061)
* [Zoom accessibility page](https://zoom.us/accessibility)

#### **Sexual Misconduct**

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>

(***Above* *statement and TIX faculty resources found at:*** [***https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/***](https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/)***)***

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

* Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
* Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

* Georgetown Self-Care Resource Guide:<https://studenthealth.georgetown.edu/self-care>
* Georgetown Wellness Wheel:<https://studenthealth.georgetown.edu/Hoya-Wellness-wheel>
* Georgetown Guide to Recognizing Students in Distress:<https://studenthealth.georgetown.edu/resourceguide>

#### **Title IX Pregnancy Modifications and Accommodations**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. SCS students must complete the [Pregnancy Adjustment Request Form](https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/) (<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>) and submit it to the SCS Deputy Title IX Coordinator at [titleixscs@georgetown.edu](mailto:titleixscs@georgetown.edu). Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process. More information about pregnancy modifications can be found on the Title IX at Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>

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| **Weekly Schedule** |

All assignments are due by the Sunday of the week of the module at 11:59 PM US Eastern Time, unless otherwise stated. **Initial postings for all discussion posts are due by Thursday 11:59 PM.**

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| Date | Module | Assignments Due |
| Jan 12 - 16  (0.5 wk) | **Module 0: Course Orientation** | 1. Pre-Course Survey 2. Discussion - Get to know your fellow learners 3. (Optional) Attend live Zoom welcome meeting 4. Academic Integrity: GU Honor Pledge |
| Jan 17 - 23 | **Module 1: Introduction to Organizational Behavior** | 1. Module 1 Knowledge Check 2. Module 1 Discussion |
| Jan 24 - 30 | **Module 2: Individuals - Who We Are: Personalities and Personalities at Work** | 1. Module 2 Discussion |
| Jan 31 –  Feb 6 | **Module 3: Individuals - What We Believe: Rationality, Mental Models, and Attachment** | 1. Module 3 Discussion 2. Module 3 Knowledge Check |
| Feb 7 - 13 | **Module 4: Individuals - What We Want: Motivation** | 1. Module 4 Discussion 2. Module 4 Knowledge Checks |
| Feb 14 - 20 | **Module 5: Individuals - How We Decide** | 1. Module 5 Discussion 2. Module 5 Knowledge Checks 3. Self-reflection Paper Due 4. (Optional) Attend Live Zoom Session |
| Feb 21 - 27 | **Module 6: Groups - Interpersonal Relationships and Psychological Safety** | 1. Module 6 Discussion |
| Feb 28 – Mar 4 | **Module 7: Groups - Communication** | 1. Module 7 Discussion (Video Post) |
| **Spring Break** (Mar 4 – Mar 13) | | |
| Mar 14 - 20 | **Module 8: Groups - Collaboration and Conflict** | 1. Module 8 Discussion 2. Module 8 Knowledge Check |
| Mar 21 - 27 | **Module 9: Groups - Teams and Teaming** | 1. Module 9 Discussion 2. Module 9 Knowledge Check 3. (Optional) Attend live Zoom Session |
| Mar 28 – Apr 3 | **Module 10: Groups - The Role of the Leader** | 1. Module 10 Discussion 2. Team Case Study Due |
| Apr 4 - 10 | **Module 11: Organization - Strategy and Purpose** | 1. Module 11 Discussion |
| Apr 11 - 14 | **Module 12: Organization - Structure and Systems** | **All assignments due April 19th**   1. Module 12 Discussion 2. Module 12 Knowledge Check 3. Module 12 Team Presentation Interim Submission (organizational research outline) |
| **Easter Break** (Apr 14 - 18) | | |
| Apr 19 - Apr 24 | **Module 13: Organization - Culture** | 1. Module 13 Discussion |
| Apr 25 - May 3 | **Module 14: Organization - Change in Organizations** | **All assignments due May 14th**   1. Change Simulation Due 2. (Optional) Attend live Zoom Session |
| **Module 15: Organization - Challenges of the Future** | **All assignments due May 14th**   1. Module 15 Discussion 2. Team Presentation   Course Evaluations |