

**GBUS 871
Group Dynamics
Winter 2024 Course Outline**

Instructor: [REDACTED]	Class Time: Saturday, 10 am - 12:45 pm
Preferred Name: [REDACTED]	
Phone: [REDACTED]	Classroom: [REDACTED]
Email: [REDACTED]	Term Dates: Jan. 13 to Apr. 10, 2024
Office: [REDACTED]	Office hours: Sat 1 pm - 3 pm OR by appointment

***Land Acknowledgment:** The University of Regina is situated on the territories of the nêhiyawak, Anihšînāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. The University of Regina is on Treaty 4 lands with a presence in Treaty 6.*

Calendar Description

The course will study roles that exist in organizations and the dynamics of the interactions between these roles. In particular, focus will be on the interplay between the leadership role and decision-making, creative problem solving and conflict resolution with group members. Equity, diversity and inclusion in teams, team performance and leadership, groupthink, and psychological safety will also be discussed throughout the course.

Overview of the Course

This course focuses on work groups and team development. The course integrates theory and practice in creating effective groups and teams. It will offer a review of evidence-based best practices in group/team: decision-making, leadership, and effectiveness. Students will be expected to engage as reflective practitioners and consider the implications for organizations. Cases and research articles will be used to illuminate an organizational context of group dynamics. Students will learn to employ robust research evidence important for group/team effectiveness.

Learning Objectives

By the end of the course:

Students will:

- Understand the internal dynamics of group and team functioning
- Identify common and emerging challenges of group and team functioning
- Understand the basic psychological, social, and structural factors that affect group performance
- Know how to intervene as a manager and leader to improve team functioning.
- Be able to translate their learning into practices in their current or future workplace.
- Be able to apply evidence-based management practices in group or team-related decision-making.

Accessibility and Accommodations:

If there is any student in this course who, because of disability, may have a need for accommodation, please contact the Coordinator for Special Needs Services at (306)585-4631. It would also be beneficial for you to discuss the accommodation with me.

Format

This *Hyflex* course will involve lectures, group discussions, article reviews, and case studies. I use an evidence-based management and problem-based learning approach for teaching that focuses on translating research-based learning into practice. This approach is most effective when students fully engage with the materials and the weekly activities.

Zoom link for class:

To be provided on the course website.

To get the most out of this course, students must prepare in advance by completing the weekly readings and/or other assigned tasks before coming to class. There will be two sessions. The first session will focus on *providing students with a conceptual understanding of the topic*, and the second session will provide students with evidence-based learning *to understand real organizational problems and to solve those problems or recommend the best possible solutions based on robust research evidence*.

Writing Assistance

The Student Success Centre (www.uregina.ca/student/ssc) offers both on-line resources and in-person tutoring on writing skills.

Course Materials

Required Readings: There is no specific textbook for this course. Instead, I have assigned peer-reviewed articles based on the weekly content. You will need to read or skim these articles in addition to the assigned cases. When possible, I will post PDFs of the readings to our course website. Otherwise, they should all be available through the library. Please let me know if you are having difficulty accessing one of the articles.

Case Studies: Provided in detail below. Students need to purchase four case studies from HBR. The total cost should be between \$35 - \$40.

Optional textbook: *Creating Effective Teams: A Guide for Members and Leaders* (Sixth Edition) - Wheelan, S.A., Akerlund, M., & Jacobsson, C.

STUDENT CONDUCT

Academic Integrity

“Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.”

“Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community

Cheating

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

1. Unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily
2. Copying from the work of other students
3. Communicating with others during an examination to give or receive information, either in the examination room or outside it
4. Consulting others on a take-home examination (unless authorized by the course instructor)
5. Commissioning or allowing another person to write an examination on one's behalf
6. Not following the rules of an examination
7. Using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early)
8. Altering answers on an assignment or examination that has been returned
9. Taking an examination out of the examination room if this has been forbidden

Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that

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students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

1. Not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
2. Presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

COMMON QUESTIONS

Formatting

There are many resources and websites on how to format and reference a document according to APA guidelines. When in doubt refer to the 7th edition APA resources provided by the Dr. John Archer library: <https://library.uregina.ca/c.php?g=606347&p=4202685>

At a minimum you must:

- Submit everything in MS Word
- Include a title page with a running header
- Page numbers on all pages including the title page
- Times New Roman 12" font with standard margins
- Double space
- Indent each new paragraph in the body text and use a hanging indent for the reference list (if you have a reference list)
- Use sub-headings to identify sections within your essay
- Have an introduction and a conclusion
- Reference list must be ordered alphabetically

Deadlines and Extensions

Any late submissions will be deducted 10% for each additional day. So, if something is due February 1 and submitted February 2, you will lose 10%. If submitted on February 3, you will lose 20%, and so on. This will continue for 10 days until you have lost 100% of the marks.

I understand that the life of a graduate student can be challenging sometimes. Please feel free to approach me to request extensions for any deliverables; however, I have a firm policy that no extensions requested within 24 hours of the original deadline will be granted. Should you require

an extension, it must be requested well in advance of the day something is due to avoid late penalties.

Course Evaluation Overview

Deliverable		2024 Due date	Value
I.	Individual Contribution	Ongoing	15%
II.	Group Simulation Exercise	Everest V3 (In-class presentation) In-class, March 2nd, Saturday, 12:45 pm	20%
III.	Individual Case Study Analysis	Saturday, February 10 by 11:59 pm	15%
IV.	In-class Group Case Assignment (Groups will be assigned by the Professor and these in-class assignments will be worth 10% each)	Case #1: Saturday, Feb 3rd, 12:45 pm (10%) Case #2: Saturday, March 16th, 12:45 pm (10%)	20%
V.	Final Paper	April 13, Saturday, by 11:59 pm	30%
Total			100%

Course Evaluation Details

I. Individual Contribution (15%) – Ongoing

This portion of your grade will be based on attendance and participation, level of preparation and engagement, and your ability to make consistent and thoughtful contributions throughout the entire term. This includes the ability to take part in appropriate collegial dialogue with fellow students and the instructor, participate in class activities, challenging assumptions, and providing innovative suggestions.

At a graduate level, students will have many great insights, firsthand experiences, ideas, and expectations that are critical to share to truly get the maximum value out of the course. Some suggested contribution opportunities include:

- Sharing firsthand experiences
- Offering observations that help clarify or integrate class concepts
- Sharing comparisons with various organizations, legal parameters, geographic locations, etc.
- Asking questions of classmates to drive further discussion and analysis
- Respectfully disagreeing and inquiring of additional information in information presented in class by the instructor and / or fellow students
- Bringing in additional research or current affairs into the course for discussion.

At a minimum, students are expected to be present and engaged in class. If a student cannot attend class, the instructor should be notified in advance whenever possible. If you miss a class, you can still earn your contribution grade by participating in the online discussion forum that pertains to the material covered in the class you missed. Either form of contribution (synchronous/in-class or asynchronous/online discussion) requires that you share your understanding of the material with your classmates. Elevated levels of participation would include active participation in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing articles discussed in class), and bringing in outside materials from popular press / current events and firsthand experiences/observations.

When evaluating your contribution, I pay attention to the quality and consistency of your contributions throughout the entire term. Contributing does not mean that you dominate in-class discussion or the online discussion forums – in fact dominating in either forum would most likely be detrimental to learning. Very often, listening attentively will be a more meaningful contribution. Being actively engaged, clearly prepared, and providing your comments when appropriate in a respectful manner will gain you higher grades in this aspect of the course.

The summary of your rankings for all classes will be used to determine an overall mark at the end of the term worth 15% of your total grade:

No in-class engagement/post(s) OR engagement/post(s) detrimental to learning	0
In-class engagement and/or online post(s) demonstrate adequate preparation	1
In-class engagement and/or online post(s) demonstrate extensive preparation and/or comprehensive understanding of material.	2

II. In-class Group Assignments (10% each for a total of 20%)

Groups will be assigned at the beginning of the term and comprised of 4 to 5 students. These groups will remain the same throughout the term, and groups will work together to complete two group assignments that will occur *during class time* on the dates below. These assignments may consist of working collaboratively to complete case analysis in various formats, including composing a memo, peer presentations, video analysis, and/or other interactive group tasks related to the assigned case.

In-class group assignments must be submitted on the same day they are assigned by 12:45pm at the end of class. If the in-class group assignment is handed in and has been adequately completed, full marks will be awarded to members of the group who were present (i.e., these are pass/fail). Each in-class group assignment is worth 10% of your final grade.

If a student expects to be absent on an in-class group assignment day, the student should advise the instructor and their group members as far in advance as possible.

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Students who are absent during an in-class assignment may request a make-up assignment to be completed individually or with a group comprised of other students who were absent that day. This will be approved in situations where advance notice is provided and where the

student was unable to participate in the group assignment due to illness, bereavement, or other acceptable cause. Should this occur, the student may apply, in writing and with supporting documents, for an alternate evaluation (e.g., adapted exercise, summary of a research article; individual assignment, etc.). This application must be made within one week of the original date of the regularly scheduled in-class group assignment to the course instructor.

In-class Group Assignments				
No.	Case	Assignment Date	Due	Value
1	Blake Sports Apparel and Switch Activewear: Bringing the Executive Team Together (HBR)	Saturday, February 3rd	Saturday, Feb 3rd at 12:45 pm	10%
2	Morllex: Leading a Technology Start-Up in a Fast-Changing Environment (HBR Best Seller)	Saturday, March 16 th	Saturday, March 16 th at 12:45 pm	10%
Total				20%

III. Group Simulation Exercise - Everest V3 (20%): Due date in class

Saturday, March 2nd, 12:45 pm. More details to be provided during class.

IV. Individual Case Study Analysis (15%)

Internal Competition - A Curse for Team Performance (HBR)

Students are required to submit their analysis for case study (4 to 5 pages double spaced APA format). Students should discuss the following in their analysis:

- Introduction: Identify key problems and write your thesis statement summing up the outcome of your analysis. (3 marks)
- Background: Provide background information with relevant details and vital issues. Demonstrate that you have researched the problem(s). (4 marks)
- Alternatives: Identify different alternatives and explain why some of them were not viable or rejected. (3 marks)
- Solution: Propose one realistic solution backed up by solid evidence (e.g., concepts from forum discussions, class readings, other scholarly sources, or your personal experiences). (2 marks)

- Recommendations: Determine and discuss a specific strategy to accomplish the proposed solution. What should be done, and who should do it? (3 marks)

Source: Ashford University, Writing Center. (2013). Writing Resources | Types of College Writing Business Writing. URL: <https://awc.ashford.edu/tocw-guidelines-for-writing-a-case-study.html>

Your submissions are to be a maximum of 3-4 pages, utilizing one-and-a-half line spacing, one-inch margins, and 12-point Times New Roman font. The cover page and reference list do not count towards the total page count.

V. Final Paper (30%)

Students will write a conceptual paper integrating one or more topics from each of the columns below. Students should at least incorporate four topics in their paper. Paper format and guide to writing conceptual paper will be provided in detail in the course shell online. Also, we will discuss more specifics during the first month of classes and towards the end of the course.

X	M	Y
Team Leadership	Team Processes	Team Performance
Team Conflict	Psychological Safety	Team Effectiveness
Team Members	Team Diversity	Any other outcomes
Team Structure	Personality	specific to
Team Size	Group risk-taking	organizational performance
Virtual Teams	Perceived Organizational Support	
	Team Motivation	

Notes:

1. Your paper should be able to demonstrate your understanding of the course, specifically but not limited to the lectures, articles, cases, and other relevant sources.
2. Provide citations, examples, real-life scenarios, and any other external sources (priority will be given to academic sources) to strongly back up your recommendations.
3. Page length (15-20 pages APA format double spaced Times New Roman 12 point) excluding references, figures, and tables. You can go 5 pages over the limit if needed.

GRADUATE GRADING SYSTEM AND DESCRIPTIONS

I will adhere as closely as possible to the University of Regina's percentage grading system, which is outlined below.

Percentage grades

95-100

An exceptional performance:

- exemplary knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work is original and demonstrates insight, understanding and independent application or extension of course expectations in ways that would contribute significantly to expertise in the relevant field(s) (e.g., it is publishable)
- demonstrates exceptional depth/scope of research, theory, and techniques supported extensively by the relevant literature and far exceeding course expectations
- exceptional level of analytical and critical ability demonstrating independent application of unique and multi-perspective solutions to complex problems related to the subject material
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

90-94

An outstanding performance:

- superior knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates original thinking, new analysis, or new interpretation and outstanding ability to integrate multiple perspectives in comprehensive and complex ways
- demonstrates outstanding depth/scope of research, theory, and techniques supported extensively by the relevant literature and exceeding course expectations
- outstanding level of integration of course material demonstrating analytical and critical insight, understanding, and independent application or extension of course expectations in relation to difficult problems related to the subject material
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

85-89

An excellent performance:

- excellent knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates original thinking, new analysis, or new interpretation and makes insightful points that represent a high level of integration, comprehensiveness and complexity
- demonstrates excellent depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
- excellent ability to solve difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

80-84

A very good performance:

- very good knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates ability to apply knowledge and understanding in new ways and/or to provide new analysis or new interpretation
- demonstrates a good depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
- very good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work is relatively free of errors in grammar, spelling, format, citation style, or referencing and demonstrates very good communication, coherence, and clarity

75-79

A good or satisfactory performance:

- good knowledge and understanding of the subject material, relevant issues, literature and techniques
- the work is complete and some new analysis or new interpretation is provided
- arguments are supported by evidence and demonstrate a good depth/scope relevant to course expectations and relevant literature
- good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains few errors in grammar, spelling, format, citation style, or referencing and demonstrates satisfactory communication, coherence, and clarity

70-74

A minimally acceptable performance or marginal pass:

- a basic grasp of the subject material, relevant issues, literature and techniques
- the work is complete, but little new analysis or new interpretation is provided
- arguments are sufficiently supported by evidence and demonstrate minimally acceptable depth/scope relevant to course expectations and relevant literature
- basic ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains multiple errors in grammar, spelling, format, citation style, or referencing and/or there are difficulties in effective communication, coherence, or clarity

0-69

An unacceptable or failing performance:

- a weak grasp of the subject material, relevant issues, literature and techniques
- the work is incomplete, with no new analysis or new interpretation
- arguments are not supported by evidence and/or demonstrate very limited depth/scope relevant to course expectations and relevant literature. See also the Faculty of Graduate Studies and Research (FGSR) policy on '[academic conduct and misconduct](#)'.

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- unsatisfactory ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner the work contains many errors in grammar, spelling, format, citation style, or referencing and/or there are substantial difficulties in effective communication, coherence, or clarity.

Tentative Course Schedule

Week No.	Date	Module	Required Material	Evaluation and Deliverables
1	Jan. 13	<ul style="list-style-type: none"> • Introduction to Groups & Teams • Organizational support for teams • Evidence-based Management 	<p>Gilley, A., & Kerno Jr, S. J. (2010). Groups, teams, and communities of practice: A comparison. <i>Advances in Developing Human Resources</i>, 12(1), 46-60. (Focus only on Groups and Teams)</p> <p>Bashshur, M. R., Hernández, A., & González-Romá, V. (2011). When managers and their teams disagree: a longitudinal look at the consequences of differences in perceptions of organizational support. <i>Journal of Applied Psychology</i>, 96(3), 558-573.</p> <p>Gubbins, C., & Rousseau, D. M. (2015). Embracing translational HRD research for evidence-based management: Let's talk about how to bridge the research–practice gap [Editorial]. <i>Human Resource Development Quarterly</i>, 26(2), 109–125.</p>	<p>Assessment of contribution begins Jan 13.</p> <p>In class discussion:</p> <p>How to read an article? How to analyze a case?</p>
2	Jan. 20th	Stages of group development & High Performing Teams	<p>Ilgen, D. R., Hollenbeck, J. R., Johnson, M., & Jundt, D. (2005). Teams in organizations: From input-process-output models to IMOI models. <i>Annu. Rev. Psychol.</i>, 56, 517-543.</p> <p>Friedman, R. (5). 5 Things High-Performing Teams Do Differently. <i>Harvard Business Review</i>. October, 21, 2021.</p>	<p>In class article discussions.</p> <p>Ongoing individual contribution.</p>

Week No.	Date	Module	Required Material	Evaluation and Deliverables
			Delizonna, L. (2017). High-performing teams need psychological safety. Here's how to create it. <i>Harvard Business Review</i> , 8, 1-5.	
3	Jan 27th		Continue stages ... and High-Performing teams	
4	Feb 3rd	Effective Team Members and Leaders	<p>Hirschfeld, R. R., Jordan, M. H., Feild, H. S., Giles, W. F., & Armenakis, A. A. (2006). Becoming team players: Team members' mastery of teamwork knowledge as a predictor of team task proficiency and observed teamwork effectiveness. <i>Journal of Applied Psychology</i>, 91(2), 467-474.</p> <p>Homan, A. C., Gündemir, S., Buengeler, C., & van Kleef, G. A. (2020). Leading diversity: Towards a theory of functional leadership in diverse teams. <i>Journal of Applied Psychology</i>, 105(10), 1101-1128.</p>	<p>Come to class on Feb 3rd prepared to discuss the Case Study " Blake Sports Apparel and Switch Activewear: Bringing the Executive Team Together (HBR)"</p> <p>Due Feb 3rd - 12:45 pm.</p>
5	Feb 10th	Team Diversity	<p>Kearney, E., Gebert, D., & Voelpel, S. C. (2009). When and how diversity benefits teams: The importance of team members' need for cognition. <i>Academy of Management Journal</i>, 52(3), 581-598.</p> <p>Ely, R. J., & Thomas, D. A. (2020). Getting serious about diversity. <i>Harvard Business Review</i>, 98(6), 114-122.</p> <p>Skim:</p> <p>Horwitz, S. K., & Horwitz, I. B. (2007). The effects of team diversity on team outcomes: A meta-analytic</p>	<p>Individual Assignment Due: Case Study Analysis</p> <p>Case: Internal Competition - A Curse for Team Performance (HBR)</p> <p>Due Feb 10th, Saturday, 11:59 pm</p>

Week No.	Date	Module	Required Material	Evaluation and Deliverables
			review of team demography. <i>Journal of Management</i> , 33(6), 987-1015.	
6	Feb 17th	Leadership and Teamwork Simulation Exercise	Everest V3 - HBR best Seller	Introduction to the topic and groups brainstorming
	Feb 19th		WINTER READING WEEK – NO CLASSES	
7	March 2nd		Everest V3 - HBR best Seller (In-class presentation)	Group simulation exercise Due date: March 2nd (12:45 pm)
8	March 9th	Group decision-making	Yates, J. F., & De Oliveira, S. (2016). Culture and decision making. <i>Organizational Behavior and Human Decision Processes</i> , 136, 106-118. Terwel, B. W., Harinck, F., Ellemers, N., & Daamen, D. D. L. (2010). Voice in political decision-making: The effect of group voice on perceived trustworthiness of decision makers and subsequent acceptance of decisions. <i>Journal of Experimental Psychology: Applied</i> , 16(2), 173–186.	In class discussion: How decisions are made in work groups? Ongoing individual contribution.
9	March 16th	Team conflicts and conflict resolution	Maltarich, M. A., Kukenberger, M., Reilly, G., & Mathieu, J. (2018). Conflict in teams: Modeling early and late conflict states and the interactive effects of conflict processes. <i>Group & Organization Management</i> , 43(1), 6-37. Behfar, K. J., Peterson, R. S., Mannix, E. A., & Trochim, W. M. K. (2008). The critical role of conflict resolution in teams: A close look at	In class case discussion: Morllex: Leading a Technology Start-Up in a Fast-Changing Environment (HBR Best Seller) Due date: March 16th: 12:45 pm

Week No.	Date	Module	Required Material	Evaluation and Deliverables
			the links between conflict type, conflict management strategies, and team outcomes. <i>Journal of Applied Psychology</i> , 93(1), 170–188.	

10	March 23rd	Virtual Teams	<p>Feitosa, J., & Salas, E. (2021). Today's virtual teams: Adapting lessons learned to the pandemic context. <i>Organizational dynamics</i>, 50(1), 1-4.</p> <p>Ferrazzi, K. (2014). Getting virtual teams right. <i>Harvard Business Review</i>, 92(12), 120-123.</p>	In-class articles review on virtual teams. Ongoing individual contribution.
11	March 30th	Current issues in group dynamics research	<p>Jiang, X., Snyder, K., Li, J., & Manz, C. C. (2021). How followers create leaders: The impact of effective followership on leader emergence in self-managing teams. <i>Group Dynamics: Theory, Research, and Practice</i>, 25(4), 303–318</p> <p>Lin, S. Y. S., Park, G., Zhou, Q., & Hirst, G. (2023). Two birds, one stone: How altruism can facilitate both individual creativity and prosocial behavior in two different team contexts. <i>Group Dynamics: Theory, Research, and Practice</i>, 27(1), 65.</p>	In-class discussion on contemporary research and practice topics on group/team dynamics. Ongoing individual contribution
12	April 6th	Course Review	<i>Questions for Final Paper and Course Wrap up</i>	
13	April 13th		Final/term paper due April 13th by 11:59 pm	

Note: All weekly classes primarily consist of two sessions: First Session: Introduction, Conceptual review of the weekly topic. Second Session: Articles review and other class exercises with a focus on EvBM (Evidence based Management) practices.