



**DALHOUSIE  
UNIVERSITY**

**MBA Leadership Program  
Dalhousie University  
Faculty of Management  
Rowe School of Business**

**Dalhousie University**

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.<sup>1</sup>

**BUSI 6995**

**BUILDING COLLABORATIVE CAPACITY**

**Term/Year: Winter 2022**

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I am readily available to you as required, just contact me via email, text, MS Teams, or my bookings arrange a time to talk.

**Course Description:**

BUSI 6995 introduces students to the key theories and practices of organizational collaboration and gives students an understanding of the principles used to unlock a team's ability to generate new ideas and reach better solutions by tapping into diverse perspectives. The course unfolds across three modules with several lessons within each module. The overarching goal of this course is the focus on turning tensions between stakeholders and ideas into opportunities for innovative growth through collaboration. Students will be introduced to a range of theories and practices that act as drivers for collaboration in contemporary organizational contexts and shifting away from routine and conventional ways of gathering. Then in modules two and three, students will explore a diverse range of collaboration approaches and apply them to resolve complex problems in the workplace.

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<sup>1</sup> For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>. Please note: Instructors may wish to create a personalized acknowledgement of the uncaded territory of the Mi'kmaq nation in lieu of the Dalhousie statement.

## **Module Focus**

Module 1 introduces collaboration theory to students and quickly moves them into seeing how traditional collaboration strategies are infused in organizational practices. COVID-19 has demonstrated a need to be innovative in the way we engage employees in the workplace, and we are faced with complexity of virtual and in-person spaces and contexts. In Module 1, we explore the art of gathering and looking at routine practices that are now outdated and ineffective in engaging people in the workplace. The issue of systemic discrimination and racism is not new but the need to acknowledge past harms and traumas is central to creating safe and inviting workplaces. We look at bias and explore blind spots to help open our minds and embrace dialogue in our collaborative practices. As leaders, we need to ensure our workplace practices embrace a culture of equity, diversity, and inclusion. Building collaborative capacity is at the heart of ensuring voices are included and heard in our daily practices.

Module 2 moves the students toward understanding how Africentric leadership approaches can be employed in everyday contexts. This approach to applying Africentricity is consistent with traditional African human development enshrined in concepts like 'Sankofa--the traditional proverbial bird reminding us to look back and pick the jewels that we might have missed in our development journey', 'Ubuntu—I am because you are' and the famous African proverb "It takes a village to raise a child". These ideas are consistent with the inclusive government policy rooted in the cultural relevance of learners that the Nova Scotian government is currently pursuing. This block will introduce the individual collaboration assignment to manage a complex problem in the workplace using one of the course collaboration models. These approaches will be guided by Africentric leaders in our community through guest speakers, recordings, and mini case examples.

Module 3 moves the students toward understanding how Indigenous leadership approaches can be employed in everyday contexts. Students will gain an understanding of concepts like 'Two-Eyed Seeing—a decolonizing paradigmatic approach which focuses on the ability for traditional knowledge and Western knowledge to be combined and used as a vehicle for knowledge development within Indigenous communities and beyond', 'Netukulimk— a complex cultural concept that encompasses Mi'kmaq sovereign law ways and guides individual and collective beliefs and behaviours in resource protection, procurement, and management to ensure and honour sustainability and prosperity for the ancestor, present and future generations, and Sharing Circles. These concepts are rooted in acknowledgement of past traumas to Indigenous communities and a recognition of the importance of Truth and Reconciliation in our organizational practices. This block will introduce the group project activities for the intensive to gain experience using Africentric and Indigenous approaches to collaborating. Understanding these approaches will create opportunities for organizational leaders to cultivate welcoming workplaces to support the needs of our diverse workforce. Indigenous leaders and knowledge keepers will share their ideas through guest speaking engagements, recordings and mini cases.

The Intensive sessions for BUSI 6995 focus on developing the student's capacity to effectively manage a diverse set of collaboration challenges and practices and integrate the course learning outcomes into the students' everyday managerial practice. The intensive sessions emphasize peer learning via various group analytical exercises and the development of collaborative capacity. Students will apply the Ubuntu and Two-Eyed Seeing collaboration practices during the intensive to gain practical experience with diverse collaboration practices.

**Prerequisites:** NONE

**Learning Objectives:**

- Understand the fundamental elements of collaboration.
- Understand biases that lead to in-group bias and exclusion practices in the organizational contexts when collaborating.
- Describe and apply conversational approaches that cultivate collaborative capacity.
- Identify and describe the theories and conceptual frameworks used to understand organizational collaboration processes in modern organizations and societies.
- Describe a variety of forces in the external environment that act as drivers for collaboration in contemporary organizations and shifting away from routine and conventional ways of gathering.
- Describe and compare the key concepts in collaborative contexts from contemporary organizational collaboration theory to Indo-Asian, Afric-centric and Indigenous ways of collaborating.
- Describe and apply a diverse set of collaborative approaches to harness the power of diverse perspectives and creative thinking to push beyond safe solutions to innovative possibilities.
- Describe the impact of various human responses to collaboration, including resistance, conflict, political interference, and so on, and describe strategies for managing each of these.
- Undertake a systematic analysis of a specific organizational collaboration engagement and translate the knowledge gained from the analysis into specific practical learning.

**Course Texts:**

- Parker, Priya, (2018). **The Art of Gathering**, Riverhead Books, New York, ISBN Hardcover: 9781594634925 ISBN e-book 9780698410879 ~ costs through Amazon: \$ 15.65
- Grenny, J., Patterson, K., McMillan, R., Switzler, A., & Gregory, E. (2021). **Crucial Conversations: Tools for Talking When Stakes are High**, 3<sup>rd</sup> edition, McGraw-Hill, New York, ISBN Paperback: 9781260474183 ISBN e-book 9781260474190. Approx Cost ~27.67
- Readings have been provided in the course content to reflect current leadership ideologies and practices for collaborative capacity.

**Ground rules:**

Students are expected to read and participate in online discussions, attend the Intensive session, and submit assignments on time.

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## **Grading Scale for Masters Students**

### Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B-	70 - 72
F	0 - 69

The practice of the School of Graduate Studies is to NOT round up; for example, 84.5 is considered A-

### **Assessments and Weighting:**

Individual Look Both Way Assignment	20%	Month 1
Individual Collaboration Project	30%	Proposal 10% / Report 20%
Group Dialogue Assignment (Intensive)	10%	Intensive Day 1
Group Collaboration Assignment	20%	Intensive Day 2 / Response Day 3
Group Final Presentation	10%	Intensive Day 4
Course Contribution	10%	

### **NOTE:**

As per FGS regulations, students must obtain a final course grade of 70% (B-) or higher to pass the course.

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## **GRADED ASSIGNMENTS:**

### **Look Both Ways Assignment: Worth 20%**

This is an opportunity for you to assess your blind spots —you might be skeptical going into this, but it might also surprise you in what you discover about 'otherness' and yourself. Business is all about relational processes, and a crucial skill is the ability to dialogue through differences to find common ground. You will be required to seek out an individual you see as different from yourself (i.e., can be someone from a different work discipline, stage in life, or belief system as examples). With permission, spend at least one-hour having a dialogue (using the four elements of dialogue and understanding blind spots). From this dialogue, you are required to individually write a paper with your reflective observations (1200-word maximum). What were the insights from the dialogue? Were there similarities or shared perspectives? Differences? Did you notice any blind spots? See the assignment file for complete details.

### **Individual Collaboration Project: Worth 30%**

Toward the end of Module 1, students will begin developing an analytical project designed to engage eight to ten people from diverse functions or perspectives in your organization to collaborate to solve a problem of your choice. Each student must negotiate the scope and methodology of their project directly with the course professor. The project will allow the student to stretch beyond their current routine ways of knowing and gathering and apply meaningful dialogue to navigate crucial conversations. The professor will provide a set of three diverse collaboration models to help with the methodology. This analytical assignment enables students to explore diverse perspectives on organizational leadership and collaboration that reflect real organization activity and envision methods for integrating collaboration processes into their own managerial practices reflecting on a lens of diversity and inclusion.

The first and second assignments are additive to help the student develop a proposal for the collaboration project after the first module and complete the final project for the end of the course. In addition, other group activities during the intensive will help shape the student's perspective on types of collaboration processes.

#### ***Assignment #1: Collaboration project proposal: Worth: 10%***

#### ***Assignment #2: Full Collaboration project: Worth 20%***

The assignments enable students to apply material from all three modules to engage a collaboration methodology to address a complex problem in their work and identify and prepare a mechanism for effectively moving the issues forward positively. See assignment for full details.

### **Group Dialogue Assignment: Worth 10%**

During the Intensive day one session, students will complete a group dialogue activity that enhances and assesses their ability for collaborative thinking and practices around organizational issues. The assignment will unfold entirely during the intensive sessions and will be introduced

by the instructor at that time.

### **Group Collaboration Assignment: Worth 20%**

Students will be assigned a type of collaboration approach during the Intensive Session to design and execute on Day 2 (Ubuntu) and Day 3 (Indigenous). The class groups will be divided into pairs, with one group responsible for the collaboration exercise and the other group playing the role of the participants. For example, group 1 will deliver an Ubuntu collaboration engagement to group 2 on Day 2. Group 2 will deliver an Indigenous collaboration on Day 3 with group 1 in the role of the participants.

The collaboration group will deliver a 5-minute video reflecting on the learnings and outcomes of the experience worth 15%. The participant group will create a 5-min video reflecting on the experience from the participant's perspective and how they would change the engagement to suit their needs worth 5%. Each group would complete both assignments over the two days for a total of 20%.

***Assignment 1: Group Collaboration Video Reflections worth 15%***

***Assignment 2: Group Participant Video Reflections worth 5%***

The exact requirements of the assignment are in the detailed assignment document, which will be released at the start of month two of the course. Month two is when the students engage in the collaboration approaches.

### **Group Final Presentation Assignment: Worth 10%**

On day 4 of the intensive, groups will conduct a 10-minute presentation covering 1) the comparative outcomes of the two collaboration approaches, 2) reflect on collaborative theoretical perspectives learned in this course and identify three gaps in the current workplace practices, 3) Reflect on your collective group learnings in the course and how the diverse models can be applied in the workplace, and 4) choose your group's top three reflections from the course. More detailed instructions can be found in the assignment details.

## Course Contribution – Worth 10%

Course contribution includes students' active engagement with and responses to class discussion questions and their contributions to the course intensive sessions. The structure of the intensive sessions requires high levels of student contribution and peer collaboration/support. Students will also engage in three discussion questions during the course.

The following rubric will be employed to assess the discussion portion of the course contribution mark<sup>1</sup>:

Criterion 1 (70%)	Exceptional (3.5)	Excellent (3.2)	Very Good (2.9)	Good (2.7)	Missing Key Information (2.5)
	<p>Timely posts and peer collaborative input that spark or inspire further discussion.</p> <p>Factually correct, thorough, well developed, inspiring and reflective post.</p> <p>Free of grammatical or spelling errors and stays within word limit.</p> <p>Shows familiarity with course readings, and additional self-identified research including a careful selection of credible sources (i.e. peer-reviewed articles).</p>	<p>Timely posts and peer collaborative input that spark or inspire further discussion.</p> <p>Posts factually correct, reflective and substantive contributions.</p> <p>Shows clear and definitive evidence of familiarity with course readings, and of additional self-identified readings and research with use of related credible sources (i.e. peer-reviewed articles)</p>	<p>Timely posts and peer collaborative input with a well-developed statement.</p> <p>Posts information that is factually correct and shows reflection to advance the conversation.</p> <p>Shows clear and definitive evidence of familiarity with course readings, and of additional self-identified readings and research with use of some credible sources (i.e. peer-reviewed articles).</p>	<p>Posts and peer collaborative input is well-developed statement, but doesn't follow development to its natural conclusion.</p> <p>Posts information that is factually correct, but which falls short of being reflective or substantive and does not sufficiently advance the conversation.</p> <p>Demonstrates familiarity with course readings with limited use of credible sources (i.e. peer-reviewed articles).</p>	<p>Posts adequate statement with superficial thought and preparation. Peer collaborative input reflects similar qualities.</p> <p>Repeats but does not add substantive information to the discussion.</p> <p>Posts based on valuable personal experience, but show little familiarity with course readings and/or limited/no use of credible sources.</p>
Criterion 2 (30%)	Exceptional (1.5)	Excellent (1.3)	Very Good (1.2)	Good (1.1)	Missing Key Information (1)
	<p>Demonstrates thoughtful analysis of others' posts; extends stimulating discussion by building on previous posts with insightful reflection.</p> <p>Incorporated readings and research to support points with related credible sources.</p> <p>Exceptionally well-supported, clear, concise comments that are free of grammatical or spelling errors.</p>	<p>Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.</p> <p>Incorporated readings and research to support points.</p> <p>Contributes to discussion with clear, concise comments formatted in an easy-to-read style that is free of grammatical or spelling errors.</p>	<p>Elaborates on an existing posting with further comment and extends meaningful discussion by building on previous posts.</p> <p>Incorporated some readings and research to support points.</p> <p>Contributes to discussion with clear, concise comments and minimal to no grammatical or spelling errors.</p>	<p>Elaborates on an existing posting with further comment or observation.</p> <p>Incorporated limited readings and research to support points.</p> <p>Contributes valuable information to discussion with minor clarity or mechanics errors.</p>	<p>Does not post follow-up response(s) to others; Posts too late to contribute to class discussion; or Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.</p> <p>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.</p> <p>Does not incorporate readings and research to support points.</p>

<sup>1</sup>Modified from <https://sites.google.com/site/k12portfolios/resources/rubrics#TOC-Grading-matrix-for-Discussion-Board-postings>

**Accreditation:**

As an AACSB (Association to Advance Collegiate Schools of Business) accredited university, Dalhousie University's business programs are subject to Assurance of Learning (AOL) standards. During the semester anonymous data may be collected to assess if AOL goals and objectives are being met. The data collected will be used for program improvement purposes only and will not impact nor be associated with student grades.

**Certificates of Illness:**

Medical notes must be submitted to the MBA Program office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

**Accessibility:**

The Student Accessibility centre is Dalhousie's centre of expertise for students accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion, please contact the Student Accessibility Centre ([https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)) for more information or to obtain the Request for Accommodation form.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

**Academic Integrity:**

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html))

In general: The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being



"information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to support instructors in confirming that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Honesty](#) contained in the Academic Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy to plagiarism detection software. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally: If you suspect a lapse in academic integrity by colleagues or a professor, you may confidentially share your concerns via [DeanManagement@dal.ca](mailto:DeanManagement@dal.ca).

### Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

### **Student Code of Conduct**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner – perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (Read more:

[https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html))

### **Diversity and Inclusion – Culture of Respect**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness. (Read more:

<https://www.dal.ca/cultureofrespect.html>)

### **Fair Dealing Policy**

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of the users at Dalhousie. (Read more: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/fair-dealing-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html))

## **Statement On The Use Of Scented Products:**

Dalhousie University and the organizations which represent students, faculty and other employees support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a scent-free University. In consideration of the difficulties that exposure to these products cause sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. Thank you for helping us all breathe easier! (Read more: <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>)

## **University Policies and Programs**

Important Dates in the Academic Year: [https://www.dal.ca/academics/important\\_dates.html](https://www.dal.ca/academics/important_dates.html)

Dalhousie Grading Practices Policy:

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

Grade Appeal Process:

[https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/appealing-a-grade.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html)

Sexualized Violence Policy:

[https://www.dal.ca/dept/university\\_secretariat/policies/human-rights---equity/sexualized-violence-policy.html](https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html)

## BUSI 6995 Building Collaborative Capacity

### CLASS SCHEDULE

DATES	TOPICS & ACTIVITIES	REQUIREMENTS
Week – 1 Jan 10	Course Overview Module	Review course syllabus, textbooks, and assignment sheets and prepare clarification questions as necessary. Complete the course overview module and lecture videos as assigned.
Jan 12th - 9 PM Halifax Time	Live Question and Answer (Q&A) Session #1	Review course requirements, graded events, and activities. Review how to use the course texts and web resources. Review requirements for Assignment #1 (Look Both Ways)
Module 1 – Understanding Collaboration Contexts		
Week – 2 Jan 17	Module 1 – Lesson 1 Why are we really gathering	Complete readings and lecture videos as assigned. The Art of Gathering (Chapters 1 to 4)
Week – 3 Jan 24	Module 1 – Lesson 2 Cause good controversy	Complete readings and lecture videos as assigned. The Art of Gathering (Chapters 5 to 8)
Jan 25 (Closes Feb 7th at 11:59pm) AST	Discussion Question #1 posted	Review the discussion and post your response.
Week – 4 Jan 31	Module 1 – Lesson 3 Master Stories	Complete readings and lecture videos as assigned. Crucial Conversations (Chapters 1 to 5)
Week – 5 Feb 7	Module 1 – Lesson 4 Explore other paths and move to action	Complete readings and lecture videos as assigned. Crucial Conversations (Chapters 6, 7, 9, 11, 12)
Feb 9th 11:59PM Halifax Time		Assignment #1 (Look Both Ways Assignment due)
Feb 9th – 9 PM Halifax Time	Live Q & A Session #2 and Guest Speaker – Africentric Collaboration Principles	Review requirements for Assignment #1 (Blind Spot) Crucial Conversations (Chapters 12, 13)

Module 2 – Understanding Africentric Collaboration Principles		
Week – 6 Feb 14	Module 2 – Lesson 1 Understanding Africentricity theoretical principles	Complete readings and lecture videos as assigned
Week – 7 Feb 21	Module 2 Lesson 2 Using an Africentric lens on complex workplace problems.	Complete readings and lecture videos, guest speaker recordings as assigned.
Week – 8 Feb 28	Module 2 – Lesson 3 Understanding Ubuntu	Complete readings and lecture videos, guest speaker recordings as assigned.
March 1st 11:59PM Halifax Time		Assignment #2 (Proposal due)
Feb 28 (Closes Mar 7th at 11:59pm) AST	Discussion Question #2 posted	Review discussion and post your response.
Week – 9 Mar 7	Module 2 – Lesson 4 Applying Ubuntu - a collaborative approach	Complete readings and lecture videos as assigned. Review Nova Scotia Economic Prosperity Action Report
Mar 9 – 9 PM Halifax Time	Live Q & A Session #3 Guest Speaker: Indigenous Collaboration Principles	Review requirements for Assignment #2 (Proposal) and Intensive group collaboration project.
Week – 10 Mar 14	Module 2 – Lesson 5 Collaborative Capacity Case Examples	

Module 3 – Understanding Indigenous Collaboration Principles		
Week – 11 Mar 21	Module 3 – Lesson 1 Understanding Indigenous theoretical approaches to collaboration	Complete readings and lecture videos as assigned.
Week - 12 Mar 28	Module 3 – Lesson 2 Two-Eyed Seeing	Complete readings and lecture videos as assigned. Read Shelley Denny Unama'ki Case Study
Mar 29 (Closes Apr 5th at 11:59pm) AST	Discussion Question #3 posted	Review the discussion and post your response.
Week – 13 Apr 4	Module 3 – Lesson 3 Understanding Netukulimk	Complete readings and lecture videos as assigned. Read DNR and Mi'kmaq Moose Management Strategy Collaboration.
Apr 6th – 9 PM Halifax Time	Live Q and A Session #4	Review requirements for Intensive Sessions
Week – 14 Apr 11 Prep for the Intensive	Module 3 – Lesson 4 Understanding Sharing Circle Principles	Complete readings and lecture videos as assigned. Read Tammy Williams Sharing Circle Narrative Approach.

Intensive Sessions (Apr 18-21 – Section B01 - Toronto)		
Intensive Session 1 Day 1	Review of Course Material Overview of Intensive Session Activities and Requirements Guest Speaker	Complete class activities as assigned. Interact with the guest speaker.
Intensive Session 2 Day 2	Africentric Collaboration Projects	Collaborate with peer group to complete requirements as directed by the instructor
Intensive Session 3 Day 3	Indigenous Collaboration Projects	Collaborate with peer group to complete requirements as directed by the instructor
Intensive Session 4 Day 4	Group Presentations	Complete group presentation activities as assigned.
Last day 11:49 PM Halifax Time		Assignment #3 (Collaboration Report) Due

Intensive Sessions (Apr 23-26 – Section B02 - Western)		
Intensive Session 1 Day 1	Review of Course Material Overview of Intensive Session Activities and Requirements Guest Speaker	Complete class Dialogue activities as assigned. Interact with the guest speaker.
Intensive Session 2 Day 2	Africentric Collaboration Projects	Collaborate with peer group to complete requirements as directed by the instructor
Intensive Session 3 Day 3	Indigenous Collaboration Projects	Collaborate with peer group to complete requirements as directed by the instructor
Intensive Session 4 Day 4	Group Presentations	Complete group presentation activities as assigned.
Last day 11:49 PM Halifax Time		Assignment #3 (Collaboration Report) Due