

PEOPLE AND ORGANIZATION

Course code	GRAL011
Level of studies	Graduate (Master's)
Number of credits	6 ECTS; 36 hours of class work, 123 hours of self-study, 2 hours of consultation
Course coordinator	Dr. Sebastiano Massaro, Sebastiano.Massaro@faculty.ism.it
Language of instruction	English
Prerequisites	Not required
Teaching dates	Mon 14 – Tue 22 September 2026 (see Schedule).

THE AIM OF THE COURSE:

People and Organization is an intensive course that treats organizations as living human systems: patterns of meaning and relationships that are continuously created, contested and re-created by the people inside them. Over the course, learners move from the individual to the collective and to the whole system, learning to diagnose what is happening beneath the surface of an organization and to design conditions in which people can do their best work.

The module is both theoretical and applied. Every concept is paired with either a diagnostic tool, a case, or a simulation, and a real organization (chosen by the students in the first session) is examined session by session and redesigned in the capstone. Students leave with a portfolio of frameworks they can use immediately as managers, founders, consultants, or change agents.

The People and Organization module builds on Global Leadership (GRAL001), turning the lens to the organization itself as the medium through which leadership either translates into action or dissipates. A compelling leader with a brilliant strategy can still fail if the surrounding system quietly works against them. This course aims to give students the diagnostic and design capabilities to read and reshape that system.

LEARNING OUTCOMES

On successful completion of the course, students will be able to:

CLO	Learning outcome	Study methods	Assessed by
CLO1	Diagnose behavior in organizations across micro, meso and macro levels, drawing on contemporary theories of motivation, identity, teams, culture, power and organizational design, among others.	Diagnostics, conceptual input, guided discussion	Logbook; Diagnosis Brief
CLO2	Apply practical frameworks and tools to analyse organizational situations and surface the human dynamics beneath visible problems.	Cases, simulations, "field" organization work	Diagnosis Brief; Capstone
CLO3	Design people-centered interventions that are evidence-informed and context-appropriate.	Group consulting, design studio, debriefs	Capstone
CLO4	Evaluate contemporary people challenges (e.g., AI and algorithmic management, hybrid work, employee voice, inclusion, well-being, sustainability and resilience) and reason about their ethical implications.	Provocations, debate, case analysis	Logbook; Capstone
CLO5	Reflect critically on their own assumptions, behavior and development as people-centered managers and change agents.	Individual reflection, peer feedback	Logbook

TEACHING APPROACH

Interactive teaching methods, self-evaluation, case studies, workshops, whole-class discussions, and individual and group assignments will be used to enhance learning. Sessions will include interactive discussions, case analyses, group project work, article-analysis discussions, and group presentations, among other formats.

The course is built on three design principles:

1. Most sessions include a provocation or diagnostic activity that creates a “shared experience”. Concepts are introduced to make sense of that experience and are then applied to a case or to students’ own organizations.
2. In Sessions 1 and 2, in groups, student select a “field organization” they know (or wish to know). A running “Living-Systems Canvas” is populated layer by layer across the sessions, so learning accumulates into a coherent analysis.
3. Each session delivers at least one named, portable framework or applied theory (e.g., Self-Determination Theory, the Star Model, the Competing Values Framework, the Bridges transition model).

ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM reminds students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

ASSESSMENT

Assessment is continuous and cumulative, mirroring the way the course is built. It combines an individual reflective log, a collaborative diagnostic deliverable, and an individual integrative capstone. For the use of generative AI, see the dedicated section below.

Assessment	Type	Weight	Due
1. Practitioner’s Logbook	Individual	20%	Fri 2 Oct 2026, 10:00
2. Organisational Diagnosis Brief & Presentation	Group	40%	Presentation & written brief in Session 9 Tue 22 Sept 18:00
3. People-Centred Organisation Capstone	Individual	40%	Fri 2 Oct 2026, 10:00
Total		100%	

1. Logbook (20%, individual)

A structured reflective journal kept across the course. After each session students write a short entry (approximately 200–250 words) responding to a set prompt that links the session’s concepts to (a) their field organization and (b) their own behavior and assumptions. The submission is the curated set of entries plus a final one-page synthesis.

2. Organizational Diagnosis Brief & Presentation (40%, group)

In teams of three to four, students produce a diagnosis of one organization (a real organization accessible to the team, or a documented case). The team identifies the most important human-system dynamic the organization faces, supports the diagnosis with evidence and theory, and frames the challenge. Delivered as a 15-minute presentation in Session 9 and a written brief of about 1,500 words.

3. People-Centered Organization Capstone (40%, individual, final)

Each student designs a coherent, people-centered intervention for the organization that addresses the challenges identified by the group work. The capstone must connect proposed interventions to evidence, anticipate resistance, and ideally address at least one contemporary challenge (AI, hybrid work, employee voice, inclusion, well-being, sustainability, or resilience). Format: a written design report of 1,500 (at most 2,500) words plus a one-page visual “design on a page.”

The task

Design a coherent, people-centered intervention for your field organization that addresses one genuine challenge across at least three levels of the system. The design must:

- Begin from a clear diagnosis that reads the challenge across micro, meso and macro levels;
- Propose interventions that are mutually reinforcing and realistic for the specific context;
- Connect each major choice to course theory and to evidence from the organization;
- Anticipate resistance and explain how the change will be led and sustained;
- Reason explicitly about ethics, trade-offs and unintended consequences.

The individual capstone normally builds on the organisation studied in the group diagnosis. Students may use the group diagnosis as a shared evidence base and starting point, but the capstone must be an individual piece of work. Each student should identify a specific people-centred intervention for the organisation, develop their own design choices, connect these to relevant theory and evidence, and explain how the intervention would be implemented and sustained. Students may draw on the group’s diagnosis, but the final intervention design, ethical reasoning and written report must be individually authored.

Deliverables

- A written design report of at most 2,500 words.
- A one-page visual “design on a page” summarizing the diagnosis and the intervention across levels.

EVALUATION CRITERIA

1. Practitioner's Logbook — Individual, 20%

Criterion	Max	Excellent	Good	Satisfactory	Weak / Missing
Depth of reflection	8	8 — Thoughtful, personal and analytical; examines own assumptions, behavior and learning.	6 — Clear and personal, with some analysis of assumptions or behavior.	4 — Mainly descriptive, with limited analysis of own learning.	0–2 — Superficial, generic, incomplete or not clearly personal.
Use of course concepts	5	5 — Concepts are used accurately and meaningfully to interpret experience.	4 — Concepts are mostly accurate and relevant, though not always fully developed.	3 — Concepts are mentioned but applied in a basic or descriptive way.	0–1 — Little, inaccurate or no use of course concepts.
Connection to field organization	4	4 — Strong connection between reflection, module ideas and the field organization.	3 — Clear connection to the field organization, with some useful examples.	2 — Some connection, but examples are general or underdeveloped.	0–1 — Little or no connection to the field organization.
Evidence of changed thinking	3	3 — Clearly shows development in thinking over time.	2 — Some evidence of changed or deepened thinking.	1 — Limited evidence of changed thinking.	0 — No clear evidence of changed thinking.
Subtotal	20				

2. Organizational Diagnosis Brief & Presentation — Group, 40%

Criterion	Max	Excellent	Good	Satisfactory	Weak / Missing
Clarity and significance of organizational challenge	8	8 — Identifies a clear, important and well-justified organizational challenge.	6 — Challenge is clear and relevant, with reasonable justification.	4 — Challenge is identifiable but broad, descriptive or only partly justified.	0–2 — Challenge is unclear, superficial or not clearly organizational.
Diagnosis across system levels	8	8 — Strong diagnosis across individual, team/group and organizational levels, showing how the levels interact.	6 — Covers the main system levels well, though links between levels could be stronger.	4 — Mentions multiple levels, but analysis is uneven or mechanical.	0–2 — Little or no multi-level diagnosis.
Use of organizational evidence	8	8 — Evidence is specific, credible and clearly supports the diagnosis.	6 — Evidence is relevant and mostly supports the diagnosis.	4 — Some evidence is used, but it is general, thin or not fully analyzed.	0–2 — Claims are largely unsupported or evidence is missing.
Use of theory/frameworks	8	8 — Theory is applied accurately, selectively and analytically.	6 — Theory is relevant and mostly accurate, with some analysis.	4 — Theory is included but used mainly descriptively.	0–2 — Theory is absent, inaccurate or poorly matched to the challenge.
Written and presentation communication	8	8 — Brief and presentation are clear, professional, well-structured and engaging.	6 — Mostly clear and professional, with minor weaknesses in structure, style or delivery.	4 — Understandable but uneven, with some issues in structure, clarity or delivery.	0–2 — Difficult to follow, poorly structured, incomplete or unprofessional.
Subtotal	40				

3. People-Centered Organization Capstone — Individual, 40%

Criterion	Max	Excellent	Good	Satisfactory	Weak / Missing
Focus and link to diagnosis	5	5 — Individual focus is precise, well justified and clearly builds from the diagnosis.	4 — Focus is clear and mostly connected to the diagnosis.	3 — Focus is present but broad or only partly connected to the diagnosis.	0–1 — Focus is unclear, generic or disconnected from the diagnosis.
Multi-level intervention design	8	8 — Intervention addresses at least three system levels in an integrated and meaningful way.	6 — Intervention addresses three levels, with generally clear links.	4 — Three levels are present, but links are underdeveloped or uneven.	0–2 — Does not meaningfully address three system levels.
Coherence of intervention design	8	8 — Intervention elements are mutually reinforcing and form a coherent design.	6 — Design is mostly coherent, with minor gaps or inconsistencies.	4 — Some useful actions are proposed, but the design feels fragmented.	0–2 — Intervention is unclear, unrealistic or not coherent.
Realism and fit with context	5	5 — Intervention is realistic and well suited to the organization's context, constraints and resources.	4 — Intervention is mostly realistic and context-aware.	3 — Some attention to context, but assumptions or constraints are underdeveloped.	0–1 — Little evidence of organizational fit or feasibility.
Use of theory and evidence	6	6 — Strong, accurate and selective use of theory and evidence to justify design choices.	5 — Good use of theory and evidence, though some links could be stronger.	3 — Theory and evidence are present but descriptive, limited or uneven.	0–2 — Claims are unsupported or theory/evidence is weak, inaccurate or missing.
Contemporary people challenge	3	3 — Contemporary issue is thoughtfully integrated into the intervention.	2 — Contemporary issue is relevant and reasonably connected to the intervention.	1 — Contemporary issue is mentioned but not well integrated.	0 — Contemporary issue is absent or tokenistic.
Implementation, resistance and sustainability	3	3 — Clear explanation of how change will be led, how resistance may arise, and how the intervention will be sustained.	2 — Some implementation thinking, with partial attention to resistance or sustainability.	1 — Basic implementation plan with limited attention to resistance or sustainability.	0 — Little or no attention to implementation, resistance or sustainability.
Ethics, trade-offs and unintended consequences	2	2 — Thoughtful discussion of ethical issues, trade-offs and possible unintended consequences.	1 — Some ethical awareness, but limited discussion of trade-offs or unintended consequences.	1 — Some ethical awareness, but limited discussion of trade-offs or unintended consequences.	0 — Ethics, trade-offs or unintended consequences are absent or superficial.
Subtotal	40				

Generative AI use policy. Generative AI may be used in this module to support learning, research, visual communication and proofreading, but students must remain the authors of all submitted work. AI should be used to help think, test ideas and improve presentation, not to replace judgement or copy and paste work.

For the individual logbook, AI use is limited to light proofreading only; entries must reflect the student's own voice, experience and learning.

For the group diagnosis brief and presentation, AI may be used to support background research, brainstorm questions or frameworks, proofread text and create visuals, but the diagnosis, evidence, argument and final brief must be produced by the team.

For the individual capstone, AI may support idea generation, risk and ethics checking, proofreading and the one-page visual design, but the written report must be authored by the student.

Students must check AI outputs, reference reliable sources, protect confidential information and include a brief AI-use statement where AI is used beyond basic spelling or grammar checks. Misuse includes submitting AI-generated reflections, copying AI text into written work, inventing evidence or references, or presenting AI-generated analysis as the student's own fieldwork or thinking.

Retake policy. The final individual capstone assessment may be retaken. Retakes of other components are not permitted. A few days' extension may be allowed if supported by documented circumstances. ISM's Code of Ethics on academic honesty and plagiarism applies in full.

Student Preparation and Participation

This is an intensive, participatory course. Because sessions run on consecutive days, preparation discipline matters more than in a spread-out course.

- Attendance is mandatory.
- Complete the assigned reading and any diagnostic before each class.
- Keep the Logbook current, while the experience is fresh.
- Participate generously: challenge ideas, support people, and treat classmates' organizational examples as confidential.
- Choose a field organization you genuinely know or wish to know more.
- Bring a laptop for diagnostics, canvas work and design tasks.

Confidentiality

Students may discuss real organizations and sometimes sensitive dynamics. What is shared in the room stays in the room, and identifying details should be anonymized in written work where appropriate.

COURSE SCHEDULE

	Date	Theme
1	Mon 14 Sep	From Global Leadership to Organizational Reality
2	Tue 15 Sep	People as Meaning-Makers: identity, perception, psychological safety
3	Wed 16 Sep	Motivation, Engagement and the Psychological Contract
4	Thu 17 Sep	Teams, Collaboration and Conflict
5	Fri 18 Sep	Culture, Power and Politics
6	Sat 19 Sep (AM)	Organizational Design and Ways of Working
7	Sat 19 Sep (PM)	Change, Resistance and Transformation
8	Mon 21 Sep	Contemporary People Challenges: AI, Hybrid Work, Well-being and Inclusion
9	Tue 22 Sep	Capstone: Designing a People-Centered Organization

Session 1 — From Global Leadership to Organisational Reality

- Organisations as living human systems
- Difference between the formal organisation chart and the "real" organisation.
- Micro, meso and macro levels of organisational analysis.
- Systems thinking: flows, feedback loops, incentives and unintended consequences.
- Introduction to the Living-Systems Canvas.

- Selection of a field organisation for ongoing diagnosis.
- Formation of teams for the group Diagnosis Brief.

Session 2 — People as Meaning-Makers: Identity, Perception and Psychological Safety

- Perception, attribution and bias in workplace behaviour.
- The organisational cost of misreading people and situations.
- Identity and identity work in organisations.
- Psychological safety: what it is and what it is not.
- How people build or destroy speaking-up climates.
- Sensemaking and organisations as shared interpretations.
- Silence, voice and the conditions that shape employee behaviour.
- Application of the individual and identity layer to the Living-Systems Canvas.

Session 3 — Motivation, Engagement and the Psychological Contract

- Intrinsic and extrinsic motivation at work.
- Self-Determination Theory: autonomy, competence and relatedness.
- Engagement, satisfaction and compliance as different work states.
- The psychological contract and unwritten expectations.
- Breach of the psychological contract and its consequences.
- Job design, meaning and the Job Characteristics Model.
- Job crafting as a practical intervention.
- Diagnosing motivation in the field organisation.

Session 4 — Teams, Collaboration and Conflict

- Difference between groups and teams.
- Conditions for team effectiveness.
- Team norms, coordination and process loss.
- Task conflict versus relationship conflict.
- Faultlines, subgroups and inclusion in teams.
- Collaboration challenges in global and hybrid teams.
- Conflict handling and team decision-making.
- Development of a team charter and team diagnosis.

Session 5 — Culture, Power and Politics

- Organisational culture as shared assumptions and practices.
- Artefacts, values and assumptions.
- Culture transmission.
- Competing Values Framework and cultural trade-offs.
- Power, authority and informal influence.
- Organisational politics.
- Stakeholder and power mapping.
- Ethical use of power in organisational change.

Session 6 — Organisational Design and Ways of Working

- Organisational design.
- Galbraith's Star Model: strategy, structure, processes, rewards and people.
- Alignment and misalignment between strategy and organisation design.
- Functional, divisional, matrix, helix and networked structures.
- Centralisation, decentralisation and coordination mechanisms.
- Agile, self-management and "teal" organisations.
- Structure versus operating model.
- Designing systems that shape desired behaviour.

Session 7 — Change, Resistance and Transformation

- Why organisational change efforts fail.
- Kotter's model and the limits of top-down change.
- External change vs. internal transition.

- Resistance as information rather than obstruction.
- Identity threat, psychological-contract breach and change anxiety.
- Coalition-building, communication and sequencing.
- Sustaining change through feedback and reinforcement.
- Avoiding initiative fatigue and failed implementation.

Session 8 — Contemporary People Challenges: AI, Hybrid Work, Well-being and Inclusion

- AI and algorithmic management in organisations.
- Monitoring, nudging and automated decision-making.
- Autonomy, fairness, voice and trust in technology-mediated work.
- Hybrid and remote work: coordination, belonging and proximity bias.
- Employee voice, well-being and burnout as system-level issues.
- Inclusion, diversity and organisational resilience.
- Ethical design of new workplace technologies and practices.
- Applying course frameworks to unsettled contemporary challenges.

Session 9 — Capstone: Designing a People-Centred Organisation

- Integration of the canvas across all levels.
- People-centred organisation design principles.
- Coherence between micro, meso and macro interventions.
- Avoiding common design traps and superficial fixes.
- Anticipating resistance and designing for sustainability.
- Communicating diagnosis and design clearly.
- **Group Diagnosis Brief presentations.**

RECOMMENDED READINGS

Given the intensive format, students are not expected to read all these readings. Key readings will be signposted in each class when appropriate.

Session 1 — From Global Leadership to Organizational Reality

Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, 31(2), 386–408.

Hackman, J. R. (2003). Learning more by crossing levels: Evidence from airplanes, hospitals, and orchestras. *Journal of Organizational Behavior*, 24(8), 905–922.

Felps, W., Mitchell, T. R., & Byington, E. (2006). How, when, and why bad apples spoil the barrel: Negative group members and dysfunctional groups. *Research in Organizational Behavior*, 27, 175–222.

Session 2 — People as Meaning-Makers: Identity, Perception and Psychological Safety

Edmondson, A. C. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350–383.

Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 23–43.

Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization Science*, 16(4), 409–421.

Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*, 14(1), 20–39.

Session 3 — Motivation, Engagement and the Psychological Contract

Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724.

Robinson, S. L., & Rousseau, D. M. (1994). Violating the psychological contract: Not the exception but the norm. *Journal of Organizational Behavior*, 15(3), 245–259.

Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a job: Revisioning employees as active crafters of their work.

Academy of Management Review, 26(2), 179–201.

Session 4 — Teams, Collaboration and Conflict

- De Dreu, C. K. W., & Weingart, L. R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis. *Journal of Applied Psychology*, 88(4), 741–749.
- Jehn, K. A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative Science Quarterly*, 40(2), 256–282.
- Marks, M. A., Mathieu, J. E., & Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes. *Academy of Management Review*, 26(3), 356–376.
- Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997–2007: A review of recent advancements and a glimpse into the future. *Journal of Management*, 34(3), 410–476.

Session 5 — Culture, Power and Politics

- Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: A meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, 96(4), 677–694.
- Chatman, J. A., & O'Reilly, C. A. (2016). Paradigm lost: Reinvigorating the study of organizational culture. *Research in Organizational Behavior*, 36, 199–224.
- Sturm, R. E., & Antonakis, J. (2015). Interpersonal power: A review, critique, and research agenda. *Journal of Management*, 41(1), 136–163.
- Anderson, C., & Brown, C. E. (2010). The functions and dysfunctions of hierarchy. *Research in Organizational Behavior*, 30, 55–89.

Session 6 — Organizational Design and Ways of Working

- Puranam, P., Alexy, O., & Reitzig, M. (2014). What's "new" about new forms of organizing? *Academy of Management Review*, 39(2), 162–180.
- Joseph, J., & Gaba, V. (2020). Organizational structure, information processing, and decision-making: A retrospective and road map for research. *Academy of Management Annals*, 14(1), 267–302.
- Lee, M. Y., & Edmondson, A. C. (2017). Self-managing organizations: Exploring the limits of less-hierarchical organizing. *Research in Organizational Behavior*, 37, 35–58.

Session 7 — Change, Resistance and Transformation

- Ford, J. D., Ford, L. W., & D'Amelio, A. (2008). Resistance to change: The rest of the story. *Academy of Management Review*, 33(2), 362–377.
- Weick, K. E., & Quinn, R. E. (1999). Organizational change and development. *Annual Review of Psychology*, 50, 361–386.
- Oreg, S., Vakola, M., & Armenakis, A. (2011). Change recipients' reactions to organizational change: A 60-year review of quantitative studies. *Journal of Applied Behavioral Science*, 47(4), 461–524.
- Rafferty, A. E., Jimmieson, N. L., & Armenakis, A. A. (2013). Change readiness: A multilevel review. *Journal of Management*, 39(1), 110–135.

Session 8 — Contemporary People Challenges: AI, Hybrid Work, Voice, Well-being and Inclusion

- Kellogg, K. C., Valentine, M. A., & Christin, A. (2020). Algorithms at work: The new contested terrain of control. *Academy of Management Annals*, 14(1), 366–410.
- Morrison, E. W. (2011). Employee voice behavior: Integration and directions for future research. *Academy of Management Annals*, 5(1), 373–412.
- Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open? *Academy of Management Journal*, 50(4), 869–884.
- Nishii, L. H. (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management Journal*, 56(6), 1754–1774.
- Petriglieri, G., Ashford, S. J., & Wrzesniewski, A. (2019). Agony and ecstasy in the gig economy: Cultivating holding environments for precarious and personalized work identities. *Administrative Science Quarterly*, 64(1), 124–170.

Session 9 — Capstone: Designing a People-Centered Organization

No new readings.

DEGREE LEVEL LEARNING OBJECTIVES

Competency goals and learning objectives for the Master of Business Management

Programs:

Global Leadership and Strategy

Innovation and Technology Management

International Marketing and Management

Competency Goal	Learning Objectives
Students will demonstrate advanced disciplinary knowledge.	LO1.1. Students will demonstrate advanced discipline knowledge through the independent development of a Master's thesis, showing a deep understanding and appropriate application of theories, concepts, and methods relevant to their field of study.
Students will be digitally competent.	LO 2.1. Students will demonstrate digital agility competencies by selecting and applying appropriate tools, platforms or technologies, integrating digital insights into business decision-making, and adapting digital approaches in response to evolving project requirements and contextual changes.
Students will be critical thinkers	LO3.1. Students will be able to define the business problem and develop innovative solutions
	LO3.2. Students will be able to demonstrate critical thinking in problem solving
Students will be independent learners	LO4.1. Students will become independent learners and develop their own comprehension of scientific theories, models, and concepts.
Students will be socially responsible leaders	LO5.1. Students will be able to evaluate past and current practices in their discipline from an ethical perspective.
Students will be effective communicators	LO6.1. Students will develop and deliver a coherent oral presentation
	LO6.2. Students will develop and deliver a coherent written research paper