

**B8507 ORGANIZATIONAL CHANGE – SPRING 2015**  
**SYLLABUS and COURSE GUIDELINES**  
**Draft 1.0**

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**Schedule Notes : Please Adjust Your Calendars**

1. The first week of classes are **EXTREMELY IMPORTANT**, so please plan your schedule accordingly.
2. We will not meet on Wed and Thursday, April 29 and April 30.
3. We will have a takehome exam period from April 28-May 3.

**INTRODUCTION**

This course is focused on the nature and process of organization change, and how to be an effective leader, implementer, and recipient of change. It emphasizes the forces for change, the change implementation process, the qualities and skills of successful change leaders, and the behavioral theories and management practices of how individuals and organizations change. Finally, it will help you to better diagnose the change agendas of organizations you will be joining to help prepare for your experience as leaders, implementers, and/or recipients of change.

**Course Logic**

The course has three modules:

*Module I* (Classes 1-5) highlights the Leadership of Change from the top, the major types and drivers of large scale organizational change—e.g. strategic, leadership, cultural, structural, ownership—and the commonalities and differences among these transformations. Some of these are “long marches” in which there are gradual, incremental changes through multi step change processes; others are “bold strokes” in which major, short changes are instituted and their impact immediately felt. Some are changes to stimulate growth, and some are downsizing and cost cutting oriented. The goal here is for you to get a good “feel” for how these major types of transformations unfold, how well the changes were instituted, sources of resistance encountered,

and how leaders are involved in the whole endeavor. And we will focus on the impact of change on employees as it ripples from the top of an organization.

*Module II* (Classes 6-10) of the course will examine the world of implementation tools and techniques and the ingredients for successful change management. We will start with a Merger Integration implementation. We will next ask you to make a series of decisions to manage downsizing in a brokerage firm, called Broadway Brokers. You will then test your implementation acumen in a real world based simulation of being change agents in an organization, introducing change in a planful way to a Business unit. To personalize the challenge of implementation, we will conclude with cases of “young” change agents in action and examine what it is like to influence and implement change from “below” or the “middle” of an organization.

The course concludes with *Module III* (Classes 11-12), *New Vistas in Organizational Change* in which you will reflect back on your own experiences with change, bringing a new perspective to your own experience and learning about change management from fellow students in different industries and geographies. This module concludes with how to develop the capacity to change—to build a change friendly rather than change resistant organization, and drive continuous movement and change.

## COURSE SYLLABUS AND SCHEDULE

### Module I: Leading Change I

|                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|
| <b>Session 1: The World of Organizational Change: Leading, Implementing and Experiencing Change (March 23 and 24)</b> |
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Topic—How well do organizations (in this case, Apple) handle changes they want to make? How do individuals (in this case, Donna Dubinsky) handle changes that suddenly are thrust on them?

#### **Assignment:**

Read case--Donna Dubinsky and Apple Computer (A) and the readings, and prepare for our class discussion with these questions (no need to hand in):

1. Why was Donna initially so successful?
2. How and why did things unravel for her?
3. What should she have done differently?
4. How should Steve Jobs/Apple management have handled things differently?

#### **Required Readings:**

- a) Case: Donna Dubinsky and Apple Computer (A).
- b) Reading: “Introduction: The Challenge of Change”, Managing Change, Jick and Peiperl, pp. xix-xxvii, 2011, 3<sup>rd</sup> Edition.
- c) Reading: “Best Practices in Change Management”, Prosci Benchmarking Report, 2014

#### **Optional Reading:**

- a) “Change Management is Bigger than Leadership,” G. Shea and C. Solomon, HBR Blog Network, March 29, 2013, 2pps.

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| <b>Session 2: Leading Change II: Evolutionary and Revolutionary Change (March 25 and 26)</b> |
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#### **Assignment:**

Read the Case, and accompanying readings and be prepared to discuss the following:

1. How and why did Komansky change Merrill Lynch? Was he successful and effective overall?
2. How and why did O'Neal change ML? Was he successful and effective overall?
3. How well did Thain handle change for ML?
4. What lessons do you take from the decade of the Merrill Lynch story about how to manage change?

**Required Readings:**

- a) Case: “Merrill Lynch—Evolution, Revolution, and Sale, 1996-2008” CBS, Jick, 2009.
- b) Reading: “Whatever Happened to Mother Merrill?,” The New York Times, August 3, 2003.
- c) Reading: “How Change Really Comes About”, The Challenge of Organizational Change, Kanter, Jick and Stein, pp. 497-503.

**Optional Readings:**

- a) Reading: “Putting the Muscle Back in the Bull--Stan O’Neal May Be the Toughest--Some say the most ruthless--CEO in America. Merrill Lynch Couldn’t Be Luckier to Have Him”, Fortune, April 5, 2004.
- b) Reading: “Subprime Suspect: “The Man Merrill Lynch Loved to Hate” New Yorker, March 31, 2008 (Abbreviated).

*Video: David Komansky, former CEO, Merrill Lynch*

**Session 3:     Leading Change III: When to Change? Who to Involve? Approaches to Change Management (March 30 and March 31<sup>st</sup>)**

**Assignment:**

Read the required readings and be prepared to discuss the following:

1. What was at issue in this situation overall?
2. Who were the key constituencies and what should their appropriate level of involvement have been? When should they have been involved?
3. How effective was Reinharz in his tenure at Brandeis? In his handling of the Rose Art Museum issue? What should he have done differently?

**Required Readings:**

- a) Case: “Brandeis University: Selling Art or the Art of Selling,” CBS, Jick, 2010
- b) Reading: “Implementing Change”, Todd Jick (HBS Note, No. 9-491-114).

**Optional Readings:**

- a) Reading: “Why It’s So Hard to Be Fair,” Joel Brockner, HBR, March 2006.
- b) Reading: “Why Organizations Succeed: Assessing Change Strategy”, The Challenge of Organizational Change, Kanter, Stein and Jick, pp. 490-495

**Session 4:     Leading Change IV: Key Ingredients of Successful Transformation—“Long Marches” (April 1 and 2)**

**Assignment:** Read the Cadbury (C) and (D) cases and accompanying readings about merger integration:

1. What were the change integration challenges after the merger?
2. How well were they handled?
3. What could have been done differently/better? What to do now?

**Required Readings:**

- a) Case: “Cadbury Schweppes: Capturing Confectionary, (C) and (D),” Collis, Stuart and Smith, 2008.
- b) Reading:” What Successful Transformations Share: McKinsey Global Survey results” McKinsey Quarterly, March 2010.
- c) Reading: “Tactical Choices”, The Challenge of Organizational Change, Kanter, Jick and Stein, pp. 514-519.

**Optional Readings:**

- a) Reading: “Driving Change Through Corporate Programs,” Boppel, Kunisch, Keil and Lechner, Sloan Management Review, Sept 2013
- b) Reading (Global Examples): “Mergers That Stick”, HBR, Rosabeth Moss Kanter, Oct 2009, pp. 121-125.

*Video: Matt Shattock, formerly Cadbury Head of Americas Confectionery and currently, CEO, Beam Global*

**Session 5:     Leading Change V: “Bold Strokes”...Private Equity based Organizational Change (April 6<sup>th</sup> and 7<sup>th</sup>)**

**Assignment:** The “Case” here is 4 SHORT readings below—one on SuperValu (a), one on Reader’s Digest (b), one on Heinz (c) and (d) one is a company called HTPG.

These are classic examples of “distressed businesses,” which will be our focus in this PE class (there are of course many different kinds of PE activity including growth businesses). The Reading (e) is an analysis of how Private Equity based Change can be better understood more broadly for publically traded companies.

1. What are the special features of Organizational change brought about in the aftermath of private equity ownership? (E.g. Timeframe? Philosophy? Constituents? Etc.)
2. Does this make it easier or more difficult to implement and sustain change?
3. How would you assess the likely effectiveness of change at the 4 case examples?
4. Lessons learned from reading e) re: organizational change and “bold strokes”?

**Required Readings:**

- a) Reading/ SuperValu Case: “Private-Equity Investors Show SuperValu Who’s the Boss,” Wall Street Journal, B1-2, Jan 11, 2013.
- b) Reading/ Reader’s Digest Case: “Impatience,” Forbes, June 16, 2008. (2pp)
- c) Reading/Heinz Case: “Brazilian Style—Tightfisted New Owners Put Heinz on a Diet”, Annie Gasparro, WSJ, Feb 11, 2014.
- d) Reading: “We’re From Private Equity, and We’re Here to Help”, Brendan Greeley, Business Week, May 6, 2012, pp. 55-59.
- e) Reading: “How Can PE Lessons Apply to You”, Chapter from Lessons from Private Equity Any Company Can Use, Gadiesh and MacArthur, 2008.

**Optional Reading:**

- a. Reading: “Stirrers and Shakers,” Financial Times, August 2012.

**Module 2: Implementing Change: Tools, Techniques, Applications**

**Session 6: Implementing Change I: Managing a Merger – What, When, How and Who to Change (April 8<sup>th</sup> and 9<sup>th</sup>)**

**Assignment:**

Please read “AlphaNet and OmegaCom” case, and the assigned readings below, and have your TEAM submit the answers to the following:

1. You are the AlphaNet CEO and you have decided to convene a first meeting of the top management of both companies shortly after the merger. You have decided to use up to the first 10 minutes to introduce yourself and your thinking about change. Please write your speech in no more than 3-double spaced pages. (Assign one person in your group to be prepared to deliver it).
2. What 5 questions would you most expect the audience to ask you and provide your brief answers to those questions. (One double spaced page)
3. The speech will be followed immediately by an all-day offsite. Provide an outline of what the agenda and design would be for the remainder of the day. (One double spaced page)

Please put all student names and class section on the cover page and submit electronically to the TA assigned to your class by 5pm the day before your class. Please underline or asterisk the student name chosen by the team to give the speech--time permitting-- in class.

BRING TWO HARD COPIES OF YOUR ASSIGNMENT TO CLASS (ONE FOR THE TA AND ONE FOR PROF JICK)

**Required Readings:**

- a) Case: AlphaNet and OmegaCom, 2010, Jick.
- b) Reading: “Laying the Foundation for Communicating Change”, Perfect Phrases for Communicating Change, Lawrence Polsky & Antoine Gerschel, 2010, p. 1-17.
- c) Reading: “The Balance Needed to Lead Change”, Harvard Management Update, Kerry Bunker and M. Wakefield, Nov 2008, pp. 4-6.

**Optional Readings:**

- a) Reading : “The 10 Steps to successful M&A integration”, Bain, Ted Rouse and Tony Frame, Nov 2009.
- b) Reading: “Can the new CEO end a culture clash after a merger?,” Financial Times, Sept 10, 2008, p. 10.

- c) Reading: “Theory and Practice: Selling Sales Forces on a Merger—Careful Planning Helps Keep Both Customers and Top Performers” Wall St. Journal, Joan Lublin, Nov 12, 2007, B3

**Session 7: Implementing Change II and Experiencing Change I: Managing a Downsizing and the Recipients of Change (April 13 and 14<sup>th</sup>)**

**Assignment:**

Read Broadway Brokers, and the readings, and then:

1. Fill in your answers to Broadway Brokers and bring to class for discussion.  
ANSWER ALL QUESTIONS before coming to class!
2. Rewrite the memo from the CEO as you would like it to say...(bring to class for use, time permitting)
3. What is the key to understanding and managing “recipients of change”?
4. How do you know the difference between “good” and “bad” resistance?

**Required Readings:**

- a) Case/Exercise: “Broadway Brokers”, Managing Change, Jick and Peiperl.
- b) Reading: “The Recipients of Change”, HBS, Jick, 1996, 9-491-039.
- c) Reading: “Leading Transition”, On Leading Change, Bridges and Mitchell, 2002, pp. 33-45.
- d) Reading: “How to Communicate Layoffs”, Harvard Management Update, Robbins, April 2009, pp. 11-12.

**Optional Readings:**

- a) Reading/Case: “Do you really think we are so stupid?” A letter to the CEO of Deutsche Telecom (A)” 2013 ESMT Case Study.
- b) Reading: “Meg Whitman Details Layoffs to HP Employees in Internal Video, Thinks HP is ‘Re-Building Credibility’” Matt Burns, May 23, 2012
- c) Reading: “Leading Change in the Era of Bad News: Dealing with Anger, Distrust, and Revenge in the Workplace”, Prosci Global Conference, Robert J Bies, April, 25, 2010.

**Sessions 8 and 9: Implementing Change III: Managing a Product and Market Transformation (April 15<sup>th</sup> and 16<sup>th</sup>) (PREP OUTSIDE OF CLASS, AND THEN WE WILL RUN SIMULATION IN CLASS )**

**Assignment:**

1. Complete Part I simulation prep, and bring your implementation plan to CLASS 8 ON APRIL 16 OR 17 that you developed with your team (YOU MUST BRING HARD COPY OF YOUR PLAN TO CLASS 8)
2. What were your underlying assumptions behind your Implementation Plan?

**Required Readings:**

- a) Reading: Global Tech Simulation—Change Theory
- b) Reading: Global Tech Simulation-- Players Guide.

**Optional Reading:**

- a) Reading: “Finding the Right Place to Start Change”, M. Gardini, G. Giuliani, and M. Marricchi, McKinsey Quarterly, Nov 2011.
- b) Reading: “Accelerating Change for Competitive Advantage”, Org Dynamics, Jick.

**Session 10: Implementing Change IV: Leading Change from “Below”  
(April 20 and 21<sup>st</sup>)****Assignment:**

Read the 4 short cases about young change agents and the reading:

1. What impressed you about the Young Change Agents? When and how were they most effective?
2. Where did they or could they stumble? How would you have advised them to approach the change differently?
3. What is humbling and exciting about the task of driving change from below?

**Required Readings:**

- a) Case: “The Young Change Agents”, Managing Change: Jick and Peiperl, 2003.
- b) Case: “Susan Baskin: Aspiring Change Agent (A)”, CBS, Jick, 2009.
- c) Case: “Change Agent in Waiting”, CBS, Jick, 2009.
- d) Reading: “Leading From Below”, Wall St. Journal, James Kelly and Scott Nadler, March 3, 2007.

**Optional Reading**

- e) “Catalyst for Change: The Impact of Millenials on Organization Culture and Policy” C. Berenguer, J. Delano, and K. Stawarky, Monitor Magazine, 2009, 1-14.

**Module 3: New Vistas for Organizational Change and Building Capacity to Change****Session 11: New Vistas—Reflecting on Your Past and/or Your Future (April 22 and 23)**

Today’s class will allow us to sample a variety of Organizational Change situations and issues which we did not cover in class to date, or which we can now explore in more depth. Every student will bring something to give” to others—e.g. knowledge, experiences, change techniques, questions and/or takeaways, and every student will have the opportunity to sample and learn from these many inputs during our class. Your “entry ticket” is to bring something others will find interesting and useful, and expand their horizon and “vistas”! If so, you will exit with lots of ideas you will have gathered from others!

**Thus, here is your assignment:**

- a) **For first years:** Think back to where you worked pre-CBS and what aspects of change management might be interesting to describe to your fellow students, ones we have covered in the course or not covered. If you don't think you can relate your experience to the topics below, then pick out one of the **OPTIONAL** readings below and summarize its key takeaways and ah-ha's for you
- b) **For second years:** Think ahead to where you are going to be employed, and what you anticipate to be the change issues facing the organization. What will be critical to making the Changes happen given the context, and how are you likely to be involved (parallel to Young Change Agent cases). If you don't think you can relate your experience to the topics below, then pick out one of the **OPTIONAL** readings below and summarize its key takeaways and ah-ha's for you.

1. Pick from one of the topics below which interests you most, and/or draws from your experience:
  - a. A type of company or organization which has not been covered in the course (e.g. State run organization; Government; Not for Profits; Family business, High tech, Start up's, etc.)
  - b. Cross cultural challenges and/or techniques of global change management
  - c. A change tool (e.g. diagnostic; evaluation; etc)
  - d. Evaluations and measurement of Change success
  - e. Personal Change techniques
  - f. Consulting techniques/frameworks
  - g. Project management and how it relates to Change Management
  - h. Other?
2. Summarize ON ONE PAGE something which would add value to other's learning about this topic. Also, bring 10 copies with you to class. Please submit electronically to your TA. Be prepared to tell others in class about this in less than 5 minutes....for example:
  - a. My topic
  - b. What I know/experienced/learned about it
  - c. Useful takeaway(s) for all of us about Organizational Change—e.g. lessons learned, technique to use, questions this raises, etc....

**Required Reading:**

- a) **Case:** "A Summer in Change Management: Implementing a New System Launch," CBS, Todd Jick, 2013
  - a. What are the challenges of new system launches like the one in the case?
  - b. How effective was Howard Katz in his first experience in Change Management?
  - c. What are the lessons learned for you regarding your summer internship ahead or your first job after CBS?
- b) **Reading:** "Where Process Improvements Go Wrong," Chakravorty, WSJ, Jan 25, 2010

### Optional Readings:

- a) Reading: “Accelerate the Digital Wave: Driving User Adoption of Mobile Technology for Business Results” Claudia Mandelli, SAP Americas, Delivered to ACMP Conference, April 2013, 5pps.
- b) Reading: “Leadership in a (Permanent) Crisis”, Harvard Business Review, Heifetz, Grashow, and Linsky, July-August 2009, pp. 62-69.
- c) Reading: “The Business Case Against Revolution—An Interview with Nestle’s Peter Brabeck”, HBR, Feb 2001, pp. 113-119.
- d) Reading: “The Hard Side of Change Management”, HBR, Sirkin, Keenan and Jackson, Oct 2005, pp. 2-11.

**Session 12: Continuous Change-- Developing the Capacity for Change and Sustained Long Term Performance  
(April 27<sup>th</sup> and 28<sup>th</sup>) (FINAL CLASS)**

### Assignment:

1. What can Singapore Air teach us about making continuous change? And where might it be at risk for stagnating?
2. What would you say to ground agents in Manila? In Bali? What would you do about Denver’s complaint letter?
3. What are the key ingredients to having an organizational “capacity for change?”
4. COURSE REVIEW—What were your favorite classes, cases, and readings? Why? Key lessons?

### Required Readings:

- a) Case: “Singapore Air-- Continuing Service Improvement”, CBS, Jick, 2010
- b) Reading: “The Globe: Singapore Airlines’ Balancing Act”, HBR, Hercules and Wirtz, July 2010.

### Optional Reading:

- a) Reading: “Designing Organizations That Are Built to Change”, Chris Worley and Ed Lawler III, MIT Sloan Management Review, Fall 2006, 19-23.
- b) “Achieving Successful Strategic Transformation” G. Johnson, G. Yip, and M. Hensmans, MIT Sloan Management Review, March 20, 2012
- c) Reading: “Change for Change’s Sake”, HBR, Vermeulen et al, June 2010, pp. 70-76.

### Summary of Key Dates and Milestones

- ✓ **TEAM FORMATION**--Form into teams of 3 students **by no later than March 27.** Communicate with your TA!

- ✓ **TEAM ASSIGNMENT #1**—April 3- April 8<sup>th</sup> or 9<sup>th</sup> (Between Classes 4 and 6), work with your team on AlphaNet assignment, **due 5pm on April 7<sup>th</sup> for M/W classes and 5pm on April 8<sup>th</sup> for T/Th classes**. Send electronically to Canvas and your TA!
- ✓ **INDIVIDUAL**--Contribute to our Org Change website (www.professorjickblog.com) an article, a blog commentary, an interesting link (1-2 per person expected)
- ✓ **INDIVIDUAL**—Fill in Broadway Brokers answers in your coursebook BEFORE you arrive in Class 8-9, April 17<sup>th</sup> / 18<sup>th</sup>
- ✓ **TEAM ASSIGNMENT #2**—Prepare Global Tech Implementation plan and bring to class on April 19<sup>th</sup> / 20<sup>th</sup>...and also bring 2 computers per team to class that day.
- ✓ **INDIVIDUAL**—Bring ten copies of one page summary of your “New Vista ideas” to class on April 23<sup>rd</sup> / 24<sup>th</sup>
- ✓ **EVERY CLASS**—Come ready to contribute; Come prepared with all the assigned materials...

### **Overall Rhythm of the Course**

**Classes 1-5:** Built around Case Discussion, and a few supplementary readings (Focus on Individual Prep); Lots of opportunities to contribute to class discussions

**Classes 6-9** EXERCISES and APPLICATIONS, two of which are in teams (Alpha and Omega; Global Tech)—**WORK AS A TEAM OUTSIDE CLASS** for the two group exercises, so please plan accordingly. Global Tech prep will be equivalent to one of our class times (CLASS 8-9). **MAKE TIME FOR GROUPWORK IN THIS PERIOD!**

**Classes 10-12**—A potpourri of class discussions built around YOU, and your past and future experiences in Change Management; Class 12 will review course themes and topics.

### **METHOD OF INSTRUCTION**

The course will be taught through a mixture of case discussions, role plays, simulations, videos, and short lectures. A number of sessions will have videotaped guests bringing a wealth of real world experience to our discussions. There will be a variety of teaching modalities in order to keep the learning fresh and to appeal to learners with different learning styles.

### **GRADING**

Grading will be as follows: 1) Class participation (25%) including 5% for Blog contributions, 2) Group assignment (25%), and 3) Final Exam (50%)

#### **Individual Class Participation (25%)**

The whole class benefits if everyone comes to "play" and engage. Participation is a very important part of the learning process in this course, so it is accordingly an important part of your grade. Enough said—come to class each session, come ready to engage, and the more you put in, the more you will get out!

Your participation will be evaluated on your constructive contributions to discussion and learning in the class. Participation requires listening attentively and building on what peers have already shared. A positive contribution to class or team discussion exhibits one or more of the following properties:

1. Responds to the discussion topic with novel and relevant insights
2. Moves the discussion and analysis forward to inspire new insights among peers
3. Shares a personal experience in a way that illuminates the ideas being discussed
4. Uses logic, creativity, and evidence; more than merely an opinion or feeling

Your contributions will be evaluated on quality as well as quantity.

Your submissions to the website also will enhance your participation (5%).

**Class Attendance:** However, if you are not in the classroom, you obviously cannot participate. I understand that because of factors outside of your control, you occasionally may arrive late, leave early, or miss a class entirely. Notify Prof. Jick and your TA by email of these circumstances as soon as possible, preferably *before* missing any class. Excusing absences will be at the professor's discretion, and more than 3 unexcused absences expose you to failing the class.

Finally, you are registered in a given section and class time and it is expected that you will be ONLY in that section. Please do not go to another section as your participation grade is derived only from your participation in your registered section.

### **Team Assignment (25%)**

***\*\*Please form your team of 3 students and submit names to TA by end of first week of classes\*\****

In groups of three students, see the assignment questions for Class 6, AlphaNet and OmegaCom. This will allow you to consolidate your learnings from the first half of the course.

### **Final Exam (50%) - Take Home Case (Available April 28, 1230pm, due Back no later than May 3, 11pm)**

The final exam will be a take home case analysis and open book exam, on the honor code. IT MUST BE COMPLETED IN ONE SESSION, WITH A FOUR HOUR MAX. ONCE YOU DOWNLOAD THE EXAM, YOU MUST COMPLETE AT THAT TIME. YOU ARE NOT ABLE TO "RETURN" TO THE EXAM. PLEASE CREATE AN APPROPRIATE UNINTERRUPTED BLOCK OF TIME DURING THE SIX DAY TIME PERIOD BETWEEN APRIL 28 AND MAY 3....THANK YOU!

### **One More Thing—Course Website**

We have created our own website for this course—"Organizational Change"  
([www.professorjickblog.com](http://www.professorjickblog.com))

Its purpose is to provide commentary, relevant news of companies, research/journal articles of interest, updates of class materials, etc. In short, it is hoped that it will be a repository for all of

us to become more knowledgeable and skillful in Organizational Change. It was built from all of the Org Change students from 2011-2014, and there's already lots to learn and benefit from.

Your ticket to admission to the website is to CONTRIBUTE an article, a blog, an update, a link, a stimulating question, a stimulating response. I would expect that each student can add value in some way, and in so doing, gain a tremendous amount from others who are adding value. Help make this innovation a worthwhile one. The more you give, the more you will gain! **I would hope to see 1-2 contributions per student.**

**Here's what to do:**

- a) **Give your contribution a title which will inform and entice the reader**
- b) **Provide an intro paragraph to what the article or commentary is all about, and what interesting issue or question it addresses**
- c) **Please put your name underneath the title so we know who submitted the contribution**

**CLASSROOM NORMS**

*It's Our Learning Experience—Let's Make It Worthwhile*

I think of you as an adult learner and thus you own some responsibility for making the classroom an engaging and productive learning experience. I bring teaching experience, scholarly expertise, and practical know-how to the table. You bring expectations, experiences, a variety of learning styles, and hopefully a desire to learn. It's a good combination for us to make the course enjoyable, stimulating, and relevant.

So, when things are "working" for you, let me know. When things are not working as you would like, let me also know. I will listen, and adjust where possible. Real time feedback will be appreciated...

**Bring your name plate to each and every class!**

Please bring your name plate to class. If you do not have a nameplate with you, you should create one!

**Minimize arriving late to class or absenting oneself in the middle of class**

Students arriving late or leaving early can disrupt class discussion and student learning. If you arrive late or if you absolutely have to absent yourself during class, I ask you to do so as quietly and discretely as possible.

**Use of electronic devices in class**

On rare occasions, we may need to gain access to the Web during class time for the purpose of an assignment. Other than the simulation class, please turn off all laptops, cell phones, blackberries, wireless connections, and any other electronic devices during class time. This is consistent with the CBS Learning Community expectations.