

**B8507 ORGANIZATIONAL CHANGE – Spring B Term 2017**  
**SYLLABUS and COURSE GUIDELINES**  
**Draft 1.0**

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**TA: TBD**  
**Email**  
**B8507-001 Mon/Wed 2:15pm**  
**Warren 208**

**TA: TBD**  
**Email:**  
**B8507-002 Mon/Wed 4:00pm**  
**Warren 208**

**TA: TBD**  
**Email:**  
**B8507-003 Tues/Thur 9:00am**  
**Warren 209**

**TA: TBD**  
**Email:**  
**B8507-004 Tues/Thur 10:45am**  
**Warren 209**

Schedule Notes : PLEASE ADJUST Your Calendars

1. Take-home Exam requires up to 4 uninterrupted hours between Thursday, April 27, 1pm-Sunday, April 30, 11pm).
2. April 17/18 class will count as two classes (Classes 8/9) due to required preparation time.
3. We do NOT have a class on M/Tues April 10/11 due to holiday of Passover.
4. Please note schedule in the syllabus for all class times so you can plan accordingly to be in every class. You must attend class in your registered section, and be a part of all group projects with your team (Class 6 and Class8/9)

## **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) gives you a chance to practice with implementation tools and techniques and the ingredients for successful change management. We will start with a Merger Integration implementation role play. 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, continuously improving organization, and drive continuous change.

## **COURSE SYLLABUS AND SCHEDULE**

### **Module I: Leading Change I**

<b>Session 1: The World of Organizational Change: Leading, Implementing and Experiencing Change (March 20/21)</b>
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Topic—How well do organizations (in this case, Apple) handle changes they want to make? How can individuals (in this case, Donna Dubinsky) handle changes that suddenly are thrust on them?

**Required Readings:**

- a) Reading: “Best Practices in Change Management—Executive Overview, 2016 Edition”, Prosci Benchmarking Report, 2016.
- b) Reading: “Introduction: The Challenge of Change,” Managing Change, Jick and Peiperl, pp. xix-xxvii, 2011, 3<sup>rd</sup> Edition.
- c) Reading: Why Does Organizational Change Usually Fail? New Study Provides Simple Answer” Victor Lipman, Forbes, Feb 8, 2016.
- d) Case: Donna Dubinsky and Apple Computer (A).

**Case Assignment Questions:**

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?

**Optional Readings:**

- a) Reading: “Change Management is Bigger than Leadership,” G. Shea and C. Solomon, HBR Blog Network, March 29, 2013, 2pps.
- b) Reading: “Here’s What Happened to Zappos’ HR Boss When the Company Got Rid of Managers and Her Job Became Obsolete” R. Feloni, Business Insider, Feb 12, 2016.

**Session 2:                    Leading Change II: Evolutionary and Revolutionary Change  
(March 22/23)****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-long Merrill Lynch story about how to manage change?

**Required Readings:**

- a) Case: “Merrill Lynch—Evolution, Revolution, and Sale, 1996-2008” CBS, Jick.
- b) 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.

- c) Reading: “Whatever Happened to Mother Merrill?,” The New York Times, August 3, 2003.

**Optional Readings:**

- a) Reading: “How Change Really Comes About”, The Challenge of Organizational Change, Kanter, Jick and Stein, pp. 497-503.  
b) Reading: “Subprime Suspect: “The Man Merrill Lynch Loved to Hate” New Yorker, March 31, 2008 (Abbreviated).

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

<b>Session 3: Leading Change III: When to Change? Who to Involve? Approaches to Change Management (March 27/28)</b>
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**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.  
b) Reading: “Implementing Change”, Todd Jick (HBS Note, No. 9-491-114).  
c) Reading: “Leadership Tips for College Presidents and CEO’s,” Glassner and Schapiro, WSJ, April 29, 2014.

**Optional Readings:**

- a) Reading: “Why It’s So Hard to Be Fair,” Joel Brockner, HBR, March 2006.  
b) Reading: “Rutgers—How NOT To Manage Organizational Change”, J. Baldoni, April 2013.  
c) Reading: “Learn from CUNY: Lessons of Goldstein’s Success” Roger Hertog, NY Post, Aug 3, 2013

<b>Session 4: Leading Change IV: Key Ingredients of Successful Transformation—“Long Marches” (March 29/30)</b>
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**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: “Why Organizations Succeed: Assessing Change Strategy”, The Challenge of Organizational Change, Kanter, Stein and Jick, pp. 490-495
- c) Reading: “Achieving Successful Strategic Transformation” G. Johnson, G. Yip, and M. Hensmans, MIT Sloan Management Review, March 20, 2012

**Optional Reading:**

- a) Reading:” What Successful Transformations Share: McKinsey Global Survey results” McKinsey Quarterly, March 2010

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

<b>Session 5:      Leading Change V: “Bold Strokes”...Private Equity based Organizational Change (April 3/4)</b>
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**Assignment:** The “Case” here is 3 SHORT readings below—one on Reader’s Digest (a), one on Heinz (b) and one is a company called HTPG (c).

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 (d) 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 3 case examples and in “bold stroke” situations?

**Required Readings:**

- a) Reading/ Reader’s Digest Case: “Impatience,” Forbes, June 16, 2008. (2pp)
- b) Reading/Heinz Case: “Brazilian Style—Tightfisted New Owners Put Heinz on a Diet”, Annie Gasparro, WSJ, Feb 11, 2014.
- c) Reading: “We’re From Private Equity, and We’re Here to Help”, Brendan Greeley, Business Week, May 6, 2012, pp. 55-59.

- d) Reading: “How Can PE Lessons Apply to You”, Chapter from Lessons from Private Equity Any Company Can Use, Gadiesh and MacArthur, 2008.

**Optional Readings:**

- a. Reading: “Stirrers and Shakers,” Financial Times, August 2012.  
b. Reading: How Private Equity Owners Lean Into Turnarounds,” H. Kazimi and T. Tan, Jan 2016, McKinsey Quarterly, Jan 2016.  
c. Reading: “Do Activist Investors Target Female CEO’s?” Andrew Ross Sorkin, Feb 9, 2015 (NY Times)

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

**Session 6: Implementing Change I: Managing a Merger – What, When, How and Who to Change (April 5/6)**

**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 your TA 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, CBS, 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: “How the Best Acquirers Excel at Integration”, R, Doherty, O. Engert and A. West, McKinsey Quarterly, Jan 2016.

- 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
- d) Reading: “10 Principles of Leading Change Management,” Aguirre and Aplern, Strategy+Business, Summer 2014, 7pp.

NO CLASS ON APRIL 10 AND APRIL 11 DUE TO HOLIDAY OF PASSOVER

**Session 7: Implementing Change II and Experiencing Change I: Managing a Downsizing and the Recipients of Change (April 12/13)**

**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 are the keys 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, 9-491-039.
- c) Reading: “How to Communicate Layoffs”, Harvard Management Update, Robbins, April 2009, pp. 11-12.
- d) Reading: “What CEO’s Can Learn from Twitter’s Latest Layoffs” J. Brockner, Fortune Insider, Nov 30, 2015.

**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: “Leading Transition”, On Leading Change, Bridges and Mitchell, 2002, pp. 33-45.
- c) Reading: “Meg Whitman Details Layoffs to HP Employees in Internal Video, Thinks HP is ‘Re-Building Credibility’” Matt Burns, May 23, 2012
- d) 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.
- e) Reading: “Gearing Up for the Cloud: ATT Tells Its Workers, Adapt or Else” NY Times, Feb 14, 2016.

**Sessions 8 and 9: Implementing Change III: Managing a Product and Market Transformation (April 17/18) (PREP OUTSIDE OF CLASS, AND THEN WE WILL RUN SIMULATION IN CLASS )**

**Assignment:**

1. Complete Part I simulation prep with your team outside of class, and bring your implementation plan to CLASS 8/9. (BRING HARD COPY TO CLASS)
2. What are the 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 19/20)****Assignment:**

Please Read the 4 short cases about young change agents and the Wall Street Journal article reading:

1. What do you admire about the Young Change Agents’ plans and thinking? What aspects are sound in their thinking?
2. Where could they stumble? How would you have advised them to approach the change and their (future) jobs differently?
3. What is humbling and exciting about the task of driving change from below?

**Required Readings:**

- a) Case: “Susan Baskin: Aspiring Change Agent (A)”, CBS, Jick.
- b) Case (Chew Lin Tan): “Change Agent in Waiting”, CBS, Jick.
- c) Case: “Henry Silva: Aspiring Change Agent for a Start Up Company”, CBS, Jick,
- d) Case (James Shaw): “The Young Change Agents,” Managing Change: Jick and Peiperl, 2011.
- e) Reading: “Leading From Below”, Wall St. Journal, James Kelly and Scott Nadler, March 3, 2007.

**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 24/25)**

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) **Think back to where you worked pre-CBS (or for 2<sup>nd</sup> years, your summer internship) 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.**
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....
  3. **If you don’t think you can relate your experience to the topics above, then pick out one of the OPTIONAL readings below and summarize its key takeaways and ah-ha’s for you.**

**In addition, 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: “The US Chairman of PWC on Keeping Millenials Engaged,” HBR, Nov 2014, pp.41-44.

- 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 26/27) FINAL CLASS**

**Assignment:**

1. What can Singapore Air teach us about making continuous change? And where might it be at risk for stagnating?
2. As Mr Tan, what would you say to ground agents in Manila? In Bali?
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.
- 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) Reading: “The Art of Strategic Renewal”, Sloan Management Review, Binns, et al, Winter 2014, pp. 21-24

**Summary of Key Dates and Milestones**

- ✓ **TEAM FORMATION**--Form into teams of 3 students **by no later than Class 3**  
Communicate with your TA!
- ✓ **TEAM ASSIGNMENT #1**—(Between Classes 4 and 6), work with your team on AlphaNet assignment, **due by Class 6**. Send electronically to Canvas and your TA!
- ✓ **INDIVIDUAL**--Contribute to our Org Change website an article, a blog commentary, an interesting link (1-2 submissions per person expected)

- ✓ **INDIVIDUAL**—Fill in Broadway Brokers answers in your coursebook BEFORE you arrive in Class 7.
- ✓ **TEAM ASSIGNMENT #2**—Prepare Global Tech Implementation plan and bring to class 8/9...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 11.
- ✓ **EVERY CLASS**—Come ready to contribute; Come prepared with all the assigned materials...
- ✓ **FINAL EXAM** is a TAKEHOME ...APRIL 27, 1PM---APRIL 30, 11PM....NO EXCEPTIONS (REQUIRES 4 UNINTERRUPTED HOURS)

### **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 submission(s) to the YellowDig website through Canvas is mandatory and will contribute to your participation grade. PLEASE INCLUDE YOUR NAME WITH ALL SUBMISSIONS!!!

**Class Attendance:** If you are not in the classroom, you obviously cannot participate. 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 2 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 beginning of second 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%) –Takehome (April 27, 1PM-APRIL 30, 11pm)**

**a) Case Analysis**

**b) Topical Application drawn from Our Course website or contemporary items in the news**

The final exam will be a takehome open book exam, on the honor code. IT MUST BE COMPLETED IN ONE SESSION, WITH A FOUR HOUR MAXIMUM. 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 TAKEHOME TIME PERIOD ....THANK YOU!)

### **One More Thing—Course Website**

We will be using an Interactive Blog/Website for Org Change, which is accessible on Canvas, called YellowDig or ColumbiaDig.

Its purpose is to provide commentary, relevant news of companies, research/journal articles of interest, updates of class materials, etc. It is also a place we can all comment and deepen our dialogue about Org Change topics. In short, it is hoped that it will be a repository for all of us to become more knowledgeable and skillful in Organizational Change.

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. The more you give, the more you will gain! **I would hope to see at least 2 contributions per student and at least 2 “comments” on other’s contributions, as well as “likes”.**

**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**

**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! Otherwise, you will risk not being called on for class discussion.

**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**

Other than the simulation class, please turn off all laptops, cell phones, and any other electronic devices during class time. This is consistent with the CBS Learning Community expectations.

## YellowDig Guide

You will access YellowDig by clicking the tab on the left-hand side of the Canvas course.

YellowDig will function as a component of your Class Participation score. The YellowDig portion of your participation score will be satisfied by reaching “100 points”, following the points system below. Each student will be expected to make *at least* two “Pins” and two “Comments” over the course of the semester. If you go beyond 100 points, you will be accorded extra credit.

**Note:** *A pin requires an introductory paragraph—of at least 25 words, explaining the nature and importance of your contribution. At least 25 words is required per **Pin** or **Comment** to receive points.*

### Contributions Earn Points

- ★ Creating a new **Pin** with a minimum of **25** words earns **30** points.
- ★ Adding a new **Comment** with a minimum of **25** words earns **15** points.
- ★ **Upvoting** a Comment or Pin (Like or Love) earns author **1** points.
- ★ Receiving an **Instructor Badge** earns **10** points.

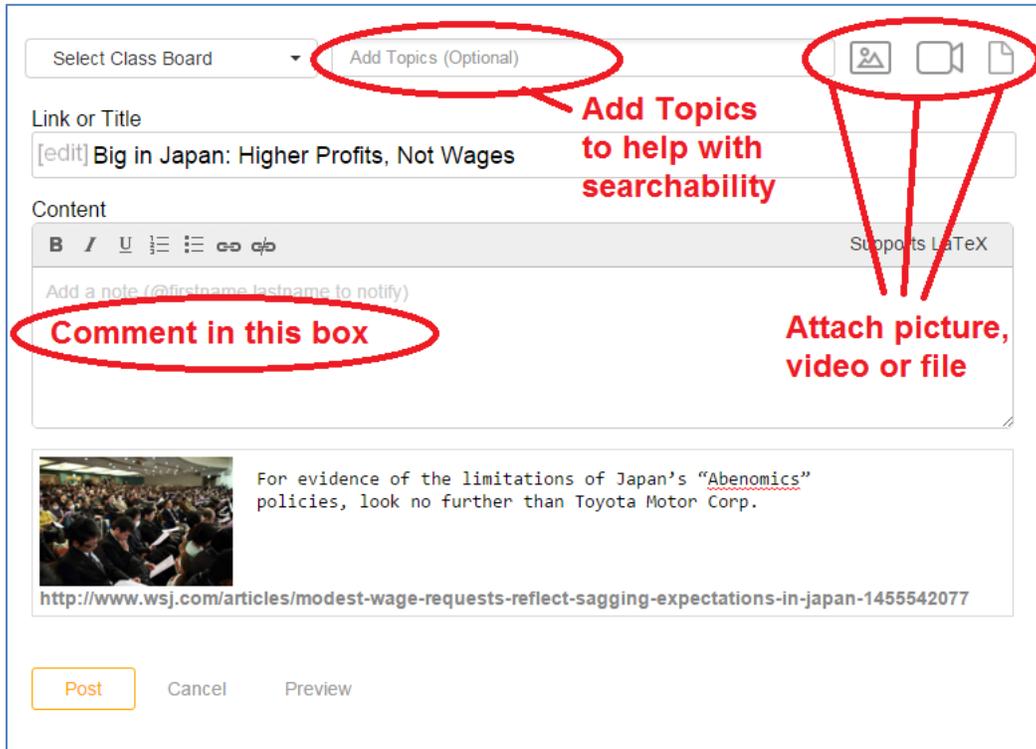
**An Important Tip:** Be careful when linking to sites or articles that require logins! Make sure to make use of the “Preview” feature to make sure YellowDig can display your Pin effectively. Articles from websites like the New York Times, Wall Street Journal, the Financial Times, etc., will require logins- submitting these traditionally may create a barrier for your classmates. Instead, you should make a PDF of the article you wish to share, which you can attach to your Pin.

### How To Begin: Make a Pin!

1. First, press the pin button at the top left.

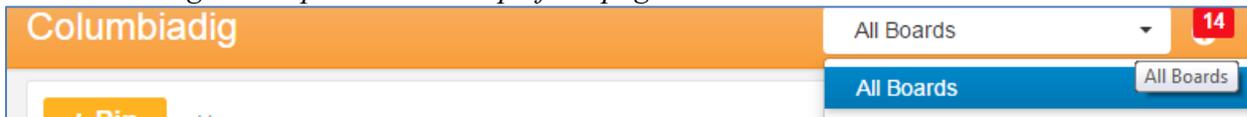


1. Then, copy and paste the link and an image and short summary of the article should appear.
2. Write down your thoughts on the article (where appropriate add pictures, videos, or documents, and tag information) and press post.



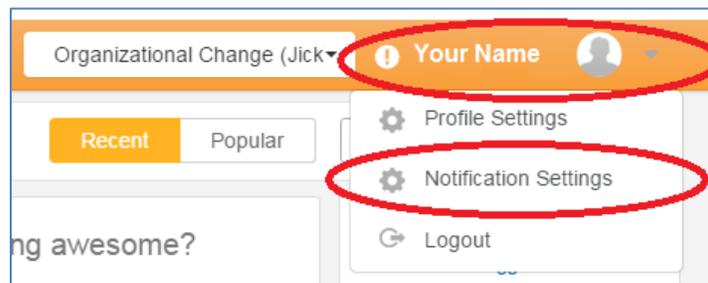
You can also tag people in your post by typing @theirname in your pin.

*You may be using YellowDig in other courses. You will be able to cycle through your course “boards” using the dropdown at the top of the page:*

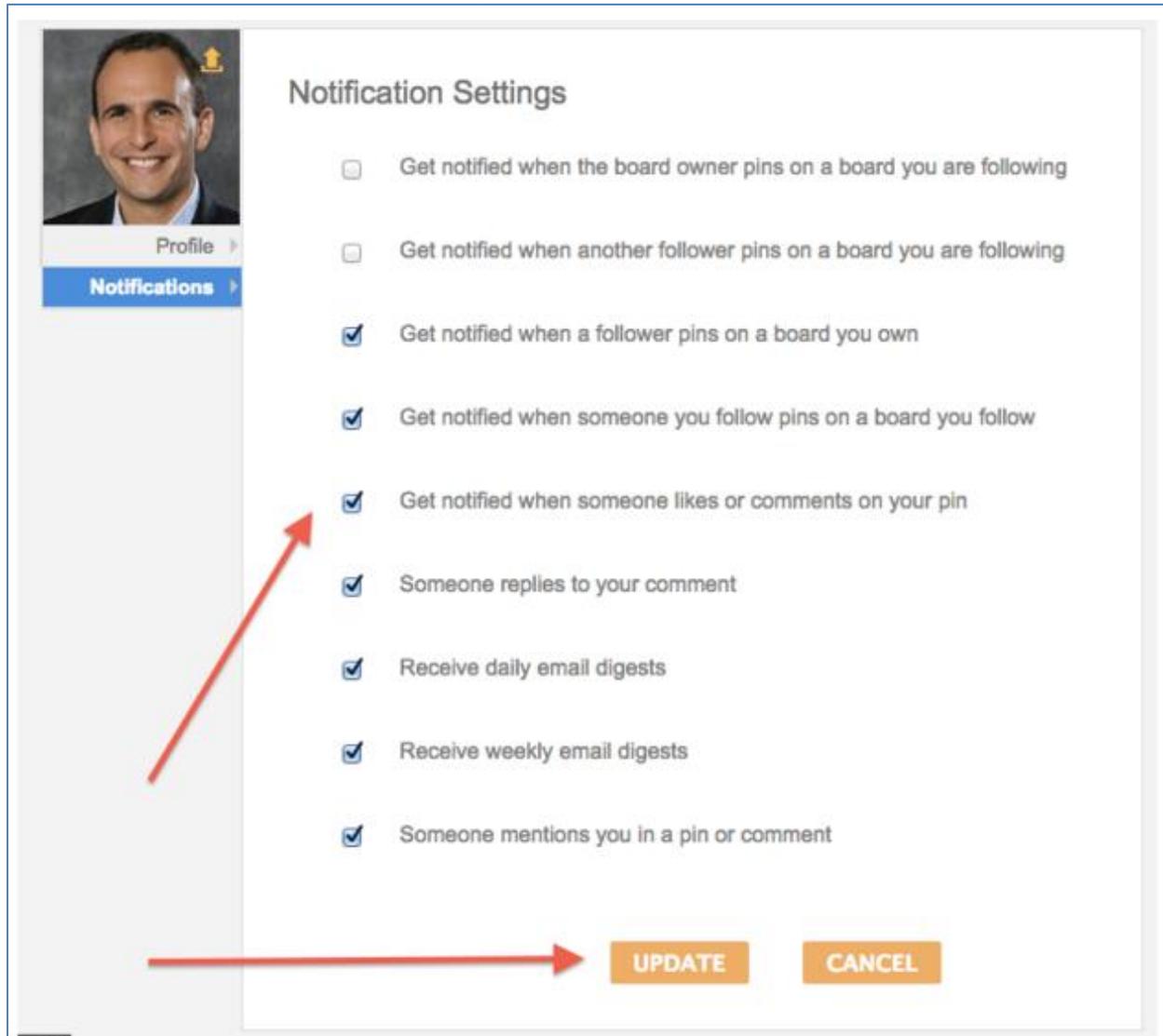


YellowDig will send you e-mail notifications, based on your Notifications Settings. Note: These are independent of your CANVAS Notifications Preferences.

You can adjust your YellowDig Notifications Preferences by first your name and dropdown menu from the upper-right:



Then, choose the items when you want to get notified, and click UPDATE:



The screenshot shows a user's profile page with a navigation menu on the left containing 'Profile' and 'Notifications'. The 'Notifications' menu item is highlighted in blue. The main content area is titled 'Notification Settings' and contains a list of ten notification options, each with a checkbox. The first two options are unchecked, while the remaining eight are checked. At the bottom right of the settings area are two orange buttons: 'UPDATE' and 'CANCEL'. A red arrow points from the 'Notifications' menu item to the settings list, and another red arrow points from the bottom left towards the 'UPDATE' button.

**Notification Settings**

- Get notified when the board owner pins on a board you are following
- Get notified when another follower pins on a board you are following
- Get notified when a follower pins on a board you own
- Get notified when someone you follow pins on a board you follow
- Get notified when someone likes or comments on your pin
- Someone replies to your comment
- Receive daily email digests
- Receive weekly email digests
- Someone mentions you in a pin or comment

**UPDATE** **CANCEL**

- If you encounter any issues you should contact the CBS Canvas Team at [canvas@gsb.columbia.edu](mailto:canvas@gsb.columbia.edu)