Organizational Change B8507-001 and 002

Fall '22 B Term

Professor Todd Jick, Management Division, and Faculty Director, Reuben Mark Initiative for Organizational Character and Leadership

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B8507-001 Tuesday/Thursday 10:20-11:50AM (Geffen 640);
CA: Nika Sheynberg (NSheynberg23@gsb.columbia.edu)

B8507-002 Tuesday/Thursday 2:00-3:30 PM (Geffen 640);
CA: Alistair Glidden (MGlidden23@gsb.columbia.edu)

Key Information:

1. Attendance at the first class is mandatory for all enrolled students, as well as those on the waitlist who hope to add the class during add/drop.
   NOTE: Unexcused registered students will be removed from the roster if the first class is missed.

2. Class Attendance: Overall, this is a highly participatory course and therefore attending all classes is critical. If you see yourself missing two or more classes, this will be significantly detrimental to your grade, and you may want to reconsider taking the course. **Missing three classes will automatically result in a failing grade unless there is excused illness**.

3. You must attend class in your registered section and be part of all team projects with your team (Classes 6 and 9).

4. Take-home Final Exam Period: Dec 9 (9:00 AM) – Dec 12 (11:00 PM)
   Exam requires up to four hours to complete.
   NOTE: Final exam period is non-changeable.

5. **Participation Expectations**: This course really benefits from class participation and if everyone contributes accordingly, the course will be better for all of us. If you are not inclined to participate in the ways outlined in the participation section of the syllabus, this is not the course for you!

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):

Module I 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 across many different industries (e.g., Tech, Fin Services, Education, Healthcare, Consumer Goods), 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 typically ripples from the top of an organization.

Module II (Classes 6-9):

Module II 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 then work on the topical question of how to implement a hybrid workforce. We will next ask you to make a series of decisions to manage downsizing in a media firm, called Sterling. You will then test your implementation acumen in a real-world-based computer simulation of being change agents in a tech organization, introducing change in a planful way to a business unit.

Module III (Classes 10-12):

The course concludes with success models for young change agents like you and examines what it is like to influence and implement change from "below" or the "middle" of an organization. Next, since many

of you we will be working in a global context, we will focus on how to introduce change as a junior person under cross cultural conditions and add this dimension to applying change management.

Then, the final class examines how to sustain excellence in change management in an organization and how to develop the underlying organizational capacity to change—to build a change friendly, continuously improving organization.

Module I: Leading Change I

Session 1	The World of Organizational Change: Leading, Implementing, and Experiencing Change	Tuesday, Oct 25

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 are suddenly thrust upon them?

Assignment: Read case (Donna Dubinsky and Apple Computer (A)), as well as the readings, and prepare for our class discussion with the following questions (no need to hand in).

Assignment Questions:

1. Why was Donna initially so successful?

2. How and why did things unravel for her?

3. How would you have handled the situation differently?

4. What is "typical" of organizational change issues in the Apple based on the accompanying articles and the key obstacles to change?

Required Readings:

a) **Case**: Donna Dubinsky and Apple Computer (A) (Jick)

b) **Concept** (Framing Common Need for Change Management): "All Management is Change Management" Robert Schaefer, HBR, Oct 26, 2017, 3pp.

c) **Application** "How Leaders Get In the Way of Organizational Change," Ron Carucci, HBR, April 30, 2021

d) **Concept** (Typology of Change Degree of Difficulty): "Introduction: The Challenge of Change," Managing Change, Jick and Peiperl, pp. xix-xxvii, 2011, 3rd Edition.

e) **Application** (Success Factors/Obstacles to Success): "Best Practices in Change Management— Executive Overview, 2018 Edition", Prosci Benchmarking Report, 2018

Session 2	Leading Change II: Evolutionary and Revolutionary Change	Thursday, Oct 27

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

Assignment Questions:

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? How did his status as one of the first Black CEOs on Wall Street work for or against him?

3. In his short tenure, how well did Thain lead change for ML?

4. What lessons do you take from the decade-long Merrill Lynch story about how to manage change?

Required Readings (a-e= Merrill Case, f-g= Broader Change Leadership Factors):

a) **Case**: "Merrill Lynch—Evolution, Revolution, and Sale, 1996-2008" CBS, Jick

b) **Case (2)**: "Subprime Suspect: "The Man Merrill Lynch Loved to Hate" New Yorker, March 31, 2008 (Abbreviated, with lots of org change detail)

c) **Application**: "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.

d) **Application**: "Whatever Happened to Mother Merrill?" The New York Times, August 3, 2003.

e) **Topical**: "Former Merrill Lynch CEO Dave Komansky Dead at 82," Charles Gasparino, NY Post, September 28, 2021.

f) **Research (skim)**: "How Insider CEO's Succeed," Andrew Chastain and M. Watkins, HBR, March-April 2020.

Session 3	Leading Change III: When to Change? Who to Involve? Approaches to Change Management	Tuesday, Nov 1

Assignment: Read the Brandeis case and the readings and be prepared to discuss the following.

Assignment Questions:

1. What was at issue in this situation overall? Who were <u>the key stakeholders, and their relative importance?</u>

2. How effective was Reinharz in his tenure at Brandeis? In his handling of the Rose Art Museum issue?

3. YOUR PLAN: Come prepared with your recommended plan—step by step—for how you would have done things differently and be specific.

4. How well have we at CBS managed buy in around key changes? Other universities you experienced?

Required Readings:

a) **Case**: "Brandeis University: Selling Art or the Art of Selling," CBS, Jick

b) **Topical: "Museums Are Divided Over Selling Their Art,"** Robin Pogrebin and Z. Small, <u>NY Times</u>, March 20, 2021

c) **Concept**: "Implementing Change", Todd Jick (HBS Note, No. 9-491-114).

d) **Application**: "Leadership Tips for College Presidents and CEO's," Glassner and Schapiro, <u>WSJ</u>, April 29, 2014.

e) **Concept and Application**: "Why It's So Hard to Be Fair," Joel Brockner, <u>HBR</u>, March 2006.

Optional Readings:

a) **Application**: "Rutgers—How NOT To Manage Organizational Change", <u>WSJ,</u> J. Baldoni, April 2013

b) **Application**: "Learn from CUNY: Lessons of Goldstein's Success" Roger Hertog, <u>NY Post</u>, Aug 3, 2013

Session 4	Leading Change IV: Key Ingredients of Successful Transformation — "Long Marches"	Thursday, Nov 3

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

Assignment Questions:

1. What were the change integration challenges to implement the Cadbury-Adams merger?

2. What did Matt Shattock specifically do to manage the integration and people issues (Read the D case carefully for this detail)

3. How is this an example of successful long march change? Key success ingredients?

Required Readings:

a) **Case**: "Cadbury Schweppes: Capturing Confectionary, (C)," Collis, Stuart and Smith, 2008

b) **Case**: "Cadbury Schweppes: Capturing Confectionary, (D)," Collis, Stuart and Smith, 2008

c) **Concept**: "Why Organizations Succeed: Assessing Change Strategy", The Challenge of Organizational Change, Kanter, Stein and Jick, pp. 490-495

d) "The Secret Behind Successful Corporate Transformations," Paul Argenti, J. Berman, R. Callsbeek, and Andrew Whitehouse, HBR, Sept 14, 2021.

Optional Readings:

a) **Concept/Application**: "The Key to Campbell Soup's Turnaround? Civility" C. Porath and D. Conant, HBR, Oct 5, 2017, 6pp.

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

Session 5	Leading Change V: Bold Stroke Change Management in the Public and Private Sectors	Thursday, Nov 10

Assignment Questions:

1. What differentiated Michelle Rhee from past superintendents—Her strategy? Her style? Her actions? Other factors?

2. How would you evaluate the priorities she set out and her bold stroke style?

3. What should she do next? How? Cautions?

4. How is the Rhee approach similar and different from the PE approach taken by Cerberus Capital Management in the hospital example?

5. Do you agree with the observations in the article, "How Can PE Lessons Apply to You" that the approach should be used by all companies?

Required Readings:

a) **Case #1**: Michelle Rhee—Radical Reformer of Schools (A) (CBS, 2019, Todd Jick)

b) **"Case #2:"** "Life and Debt at a Private Equity Hospital," John Hechinger and Sabrina Willmer, BusinessWeek, Aug 20, 2020.

c) **Concept**: "How Can PE Lessons Apply to You", Chapter from Lessons from Private Equity Any Company Can Use, Gadiesh and MacArthur, 2008

d) **Application**: "Do Private Equity Buy-Outs Get a Bad Rap?" Michael Blanding, HBR Working Knowledge, Jan 13, 2020

Optional Readings:

a) **Today's Issues**: "How Private Equity Is Shifting from Cost Cutting to Growth," M. Kovac, D. Burns, and J. McLinn, Bain Insights, April 9, 2018 (4pp.)

Session 6	Implementing Change I: Managing a Merger—What, When, How, and Who to Change	Tuesday, Nov 15

Assignment: Please read "AlphaNet and OmegaCom" case, and the assigned readings below, and have your TEAM submit 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 ahead. 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 CA before your class. Please underline or asterisk the student's name chosen by the team to deliver the speech—time permitting—in class.

NOTE: Each team member should have a copy.

Required Readings:

a) **Case**: AlphaNet and OmegaCom, 2010, CBS, Jick

b) **Application**: "Laying the Foundation for Communicating Change", Perfect Phrases for Communicating Change, Lawrence Polsky & Antoine Gerschel, 2010, p. 1-17

c) **Concept**: "The Balance Needed to Lead Change," Harvard Management Update, Kerry Bunker and M. Wakefield, Nov 2008, pp. 4-6

d) **Concept (skim):** "Change Management in M&A Integration," PWC, March 2017, 9pp

e) **Application**: "How to Tell Your Team That Organizational Change is Coming," Liz Kislick, HBR, Aug 9, 2018 (5pp.)

Optional Readings:

a) **Application**: "Full Text: US Airways CEO Merger Memo to Workers" Feb 14, 2013

b) **Application**: "Read the Emotional Speech LinkedIn CEO Jeff Weiner gave employees after the Microsoft Deal," Chris O'Brien, Venturebeat.com, June 17, 2016

Session 7	The Post Covid-19 Workplace—Implementing The "Future of Work" Model	Thursday, Nov 17

Topic: The Office will never be the same, and thus has and will be changing. The hybrid model is becoming a common practice, while some are returning back to the office. We will examine the implementation roadmap for successfully instituting the new office practices and culture.

Assignment Questions:

1. What are the key challenges of transitioning to the "future of work" (Hybrid? Physical office?)?

2. Propose a "back to work" plan in terms of HOW it would be implemented?

3. How does the emerging model potentially impact DEI issues and what would you recommend to mitigate the downsides?

Required Readings:

a) ""Hybrid Work Can Backfire if You Don't Have Strategies for These Four Obstacles," Tomas Chamarro-Premuzic, Fast Company, May 25, 2022.

b) "To Make Hybrid Work, Solicit Employees' Input," Sue Bingham, HBR, July 29, 2021.

c) "How Can You Build Visibility into a Hybrid Workplace," Gabriela Mauch, HBR, June 6, 2022.

d) "The Workplace Isn't Designed for Gen Z: Here's What Needs to Change, " Rebecca Hinds, Inc., May 31, 2022

e) "The 4-Day Week is Flawed: Workers Still Want It," Caitlin Harrington, Wired, Feb 3, 2022.

Session 8	Implementing Change II and Experiencing Change I: Managing a Downsizing and the Recipients of Change	Tuesday, Nov 22

Assignment:

1. Read *Implementing Change at Sterling & Co*, and the readings, and then: Fill in your answers to Sterling & Co Exercise and bring to class for discussion.
   NOTE: ANSWER ALL QUESTIONS before coming to class!

2. Rewrite the memo from the CEO as you would like it to say.
   NOTE: <u>Bring your re-write to class</u> for use, time permitting.

Assignment Questions:

1. What were the most challenging action ideas listed in Sterling case for you to weigh in on, and why?

2. What are the keys to understanding and managing "recipients of change"?

3. How do you know the difference between "good" and "bad" resistance?

Required Readings:

a) **Case/Exercise**: "Implementing Change at Sterling & Co.," CBS, Jick, 2017

b) **Concept**: "The Recipients of Change," HBS, Jick, 9-491-039

c) **Application**: "How to Communicate Layoffs," <u>Harvard Management Update</u>, Robbins, April 2009, pp. 11-12

d) **Application**: "Why Your Company Needs More Ceremonies," Patti Sanchez, <u>HBR</u>, July 27, 2016

e) Topical: "Your Company Downsized During the Pandemic. Here's How to Rebuild," Jonathan Byrnes and J. Wass, <u>HBR</u>, March 12, 2021.

Optional Readings:

a) **Concept**: "Leading Transition", <u>On Leading Change</u>, Bridges and Mitchell, 2002, pp. 33-45

Session 9	Implementing Change IV: Managing a Product and Market Transformation	Tuesday, Nov 29

Assignment:

1. Complete Part I simulation prep with your team outside of class and bring your implementation plan to CLASS 10.

2. What are the underlying assumptions behind your Implementation Plan?

Required Readings:

a) **Concept:** Global Tech Simulation—Change Theory

b) **Case**: Global Tech Simulation—Players Guide

c) **Application:** "10 Great Things Leaders Do to Get People on Board," Margie Warrell, Forbes, April 15, 2017

d) Application: "Persuading Your Team to Embrace Change, " Bill Taylor, HBR, April 12, 2022.

Session 10	Implementing Change V: Leading Change from "Below"	Thursday, Dec 1

Assignment: Please read the four mini cases about young change agents and one reading.

Assignment Questions:

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**: "Henry Silva: Aspiring Change Agent for a Start Up Company", CBS, Jick

b) **Case**: "Susan Baskin: Aspiring Change Agent (A)," CBS, Jick

c) **Case** (Chew Lin Tan): "Change Agent in Waiting," CBS, Jick

d) **Case** (James Shaw): "Firestarters," Bill Breen and Cheryl Dahl, Fast Company, 11- 30, 1999

e) **Application**: "Leading From Below", Wall St. Journal, James Kelly and Scott Nadler, March 3, 2007

Optional Readings:

a) **Concept**: "How to Disagree with Someone More Powerful Than You," Amy Gallo, HBR, March 17, 2016.

b) **Application**: "5 Mistakes Employees Make When Challenging the Status Quo" Lois Kelly and Carmen Medina, HBR, Nov 14, 2016.

Session 11	Implementing Change III: Cross-Cultural Change Management	Tuesday, Dec 6

Assignment: Read the two cases and the readings about cross-cultural change management.

Required Readings:

a) **Case** (1): "Cross-Border Change Management: Darlene Adams," CBS, Todd Jick, 2018

   Discussion Questions:

   1. Why were things at an impasse? In what ways was this a cross cultural issue?

   2. What would you have done differently if you were Darlene?

   3. What would you do now?

b) **Case (2)**: "Cross Border Change Management: Molly Dane in Dublin" CBS Todd Jick, 2019.

   Discussion Questions:

   1. What challenges did Molly encounter?

   2. How well did she address them?

   3. What can you learn from her approach for handling change in a cross-cultural context?

c) **Concept**: "Navigating the Cultural Minefield," Erin Meyer, HBR, May, 2014

d) **Application**: "How to Recover From a Cultural Faux Pas" M. Hahn and A. Molinsky, HBR, April 12, 2018.

e) **Application**: "Cultural Awareness in Global Change Management: Regional Differences," Lisa Kempton (2019).

Session 12	Continuous Change—Developing the Capacity for Change and Sustained Long-term Performance	Thursday, Dec 8 (Final Class)

Assignment Questions:

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?"

Course Review: What were your favorite classes, cases, and readings? Why? Key takeaways and lessons from Org Change?

Required Readings:

a) **Case**: "Singapore Air—Continuing Service Improvement", CBS, Jick

b) **Concept**: "The Globe: Singapore Airlines' Balancing Act," HBR, Hercules and Wirtz, July 2010

c) **(Topical)** "A Futurist Guide for Preparing your Company for Constant Change," April Rinne, HBR, Sept 21, 2021.

<h1 style="text-align:center">SUMMARY OF KEY DATES AND MILESTONES</h1>

✔ INDIVIDUAL: **Join YellowDig through canvas and do a FIRST POST-- an introduction of yourself and your background (<u>and a photograph of yourself</u>) by the first week**

✔ TEAM FORMATION: You will be randomly assigned to teams of 3 students

✔ TEAM ASSIGNMENT #1: (Between Classes 5 and 6), work with your team on Alpha and Omega role-play assignment, due by Class 6. Submit on Canvas and send electronically to your CA!

✔ INDIVIDUAL: Contribute to YellowDig articles/links, your opinion on classroom topics, and class discussions.

✔ INDIVIDUAL: Fill in Sterling & Co. exercise answers BEFORE you arrive to Class 8.

✔ TEAM ASSIGNMENT #2: Prepare Global Tech Implementation plan and bring to class 9.

✔ INDIVIDUAL (FINAL EXAM): Take-home, Dec 9th (9AM) – Dec 12th (11 PM); 4 hours uninterrupted time required; open book.

✔ EVERY CLASS: Come ready to contribute; come prepared with all the assigned materials

<h1 style="text-align:center">OVERALL RHYTHM OF THE COURSE</h1>

Classes 1 - 5: Built around Case Discussions, and 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). You will work as a team outside class for the two group exercises, so please plan accordingly. Make time for groupwork in this period!

Classes 10 – 12: Classes 10 and 11 discussions are built around YOU and your future experiences in Change Management. Class 12 will look at change management best practices and review course themes and topics.

<h1 style="text-align:center">METHOD OF INSTRUCTION</h1>

The course will be taught through a mixture of case discussions, role plays, computer simulation, videos, and short lectures. A number of sessions will have videotaped guests bringing a wealth of real-world experience to our discussion.

GRADING

Class participation (25%)

Group assignment (25%)

Final Exam (50%)

Individual Class Participation and "YellowDig Engage" Contributions (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 each session 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

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

YellowDig access instructions are detailed at the end of the syllabus. In short, YellowDig is a blog-like platform that helps you engage more deeply with the course material and with one another. Our expectation is that you **consistently create posts or make comments** and interact virtually with your classmates. YellowDig posts count towards your participation grade but does NOT substitute your in-class participation.

Team Assignment (25%): Alpha and Omega: You will be formed into a team of 3 students by the second week of classes. See the assignment questions for Class 6, AlphaNet and OmegaCom. This assignment will allow you to consolidate your learnings from the first half of the course.

Final Exam (50%): Take-home, Dec 9 (9:00 AM) – Dec 12 (11:00 PM). Four hours uninterrupted time required. The final exam will include the following components:

a) Case Analysis
b) Topical Application drawn from YellowDig website, or contemporary items in the news

Class Attendance: If you are not in the class, you obviously cannot participate. You must notify Prof. Jick and your CA by email of these circumstances and reasons before missing any class. Excusing absences will be at the professor's discretion, and more than two (2) unexcused absences expose you to

failing the course. Finally, you are registered in a given section and class time and it is required that you will attend ONLY in that section timeslot.

YellowDig Engage Guide

WHAT IS YELLOWDIG?

YellowDig is a blog-like platform that allows you to create discussion threads through posts and give/receive comments on posts. Posts can be filtered by different topics (e.g. Long March, Bold Stroke, Change Success Story, M&A, Buy-In, Industry etc.) and are shown chronologically from newest to oldest.

WHAT IS THE PURPOSE OF YELLOWDIG?

YellowDig offers an additional way for you to engage with the substantial amount of course material we will cover. As you go about your daily life, our hope is that you will think about the world around you using the lessons you take from class and the readings each week. Organizational change happens to and around us every day, and YellowDig gives you space to apply frameworks from this class to identify when change is done well and when it can be improved.

Moreover, giving/receiving comments on YellowDig is another way to get to know your classmates. Your introductory posts give your peers some insight into your past experiences and interests, while subsequent posts allow you to see the kinds of industries and news your classmates are interested in.

WHAT IS AN EXAMPLE OF A "GOOD" YELLOWDIG CONTRIBUTION?

A good YellowDig **post** amplifies, enhances, and/or synthesizes the material from the course, readings, and discussion such as:

- Continuing class discussion asynchronously with further opinions, information, or perspectives
- Sharing a personal experience (e.g. How is your former company handling change through the pandemic? What are some concerns for a merger you've been following closely? How should your favorite startup have gone about prepping employees for a round of layoffs?)
- Sharing a conceptual model or framework from an article which you think would be useful to your classmates
- Media recommendations relevant to the material (includes book, article, podcast, video)
- Questions or issues you would like to hear opinions from classmates (or do a Poll)
- Updates of the case protagonist, company, or relevant topical examples

A good YellowDig **comment** is:

- Additive to the post (via experiences or observations)
- Reactions (agreement/disagreement)
- Brings another layer of depth and perspective to the conversation

YELLOWDIG BEST PRACTICES

Please also tag/label each post according to the topic you are discussing so all of us can "search" and code the materials.

Also, be careful when linking to sites or articles that require logins! Make sure to make use of the "Preview" feature to ensure YellowDig can display your post 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 post.**

HOW IS PARTICIPATION TRACKED?

Activity on YellowDig bolsters your participation grade, but does NOT replace in-class participation. We expect that you will post/comment enough to reach **600** YellowDig points by the end of the course. This is the minimum goal, but the sky is the limit for value adding posts and comments, and there will be a "leaderboard" displayed of how each student is scoring.

Points are tracked in YellowDig and are achieved in the following ways:

Each post ("pin") is worth 50 points (40 word minimum)

Each comment on another's post is worth 30 points (20 word minimum)

Each comment received on your post earns you 20 points

Each "reaction" to your post from fellow students earns 10 points

You should **regularly be contributing** to the class "inventory" of ideas, comments, updates, analysis, news items, etc. which will give us an asynchronous deepening of class materials. We suggest roughly targetting100 points per week to keep you on a consistent cadence. DO NOT WAIT UNTIL THE END OF THE COURSE TO CONTRIBUTE AS THE PURPOSE IS TO STIMULATE CONVERSATIONS AND ENHANCING THE COURSE MATERIAL AS WE GO ALONG!

Example Introduction Post for YellowDig:

Intro: Kendall Kalagher

Hello!

My name is Kendall; I'm from Charlottesville, Virginia, and spent the last 6 years in Washington, D.C. working in public policy strategy. I came to CBS to pivot into the media technology space.

COURSE GOALS: I am very excited about this course and hope to learn a) how to identify which type of change (strategic, cultural, structural, etc.) or combination of changes are most effective in solving different organizational problems, and b) how to best prepare for the rapid organizational changes happening currently in the media technology industry.

ORG CHANGE EXPERIENCE: In terms of dealing with organizational changes, I was working in the House of Representatives during a change in Majority party control, which resulted in leadership and structural changes on every committee and significant strategic and cultural shifts as priorities were reshuffled and new Members joined the House.

BACKGROUND: After undergrad (Virginia Tech - Go Hokies!) I moved to D.C. and worked for a mid-size government affairs consulting firm. After several years of working on the client-advisory side, I wanted to move to where the industry decisions were being made. This led me to take a job working in the U.S. House of Representatives for a Congressman from Ohio serving on the Appropriations (government spending) Committee. I covered commerce, justice, science, defense, and homeland security policy, and ultimately rose to be the Congressman's Legislative Director, at which point I focused on the overall strategy and "political brand" for the Congressman and led a team of staffers working on the Congressman's legislative initiatives.