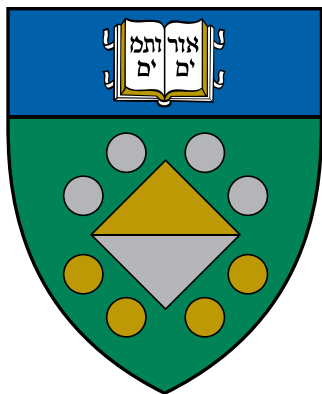


# School of Management

## 2008–2009



BULLETIN OF YALE UNIVERSITY

*Series 104 Number 10 August 15, 2008*


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# Calendar

## FALL 2008

Aug. 14	TH	Orientation begins for first-year students
Aug. 25	M	Fall-term core classes begin, 8:15 a.m.
Sept. 2	T	Registration for second-year students
Sept. 3	W	Fall-term elective classes begin, 8:15 a.m.
Oct. 9	TH	First-session core courses end
Oct. 13	M	Core examinations begin, 6 p.m.
Oct. 15	W	Core examinations end, 9 p.m.
Oct. 16	TH	First-session elective classes end
Oct. 20–23	M–TH	Meetings of MGT 401a, Managing Groups and Teams
Oct. 20	M	Elective examinations begin, 9 a.m.
Oct. 21	T	Elective examinations end, 9 p.m.
Oct. 27	M	Classes resume; second-session classes begin, 8:15 a.m.
Oct. 31	F	First-session grades due, 5 p.m.
Nov. 25	T	Thanksgiving recess begins, 9 p.m.
Dec. 1	M	Classes resume, 8:15 a.m.
Dec. 11	TH	Classes end. Last day to apply for a fall-term leave of absence
Dec. 12–19	F–F	Examination period
Dec. 19	F	Fall term ends, 4 p.m.

## SPRING 2009

Jan. 2	F	Fall-term grades due, 5 p.m.
Jan. 11	SU	First-year International Experience begins
Jan. 26	M	Spring-term elective classes begin, 8:15 a.m.
Mar. 2	M	Last day to convert Incompletes to grades for fall-term courses
Mar. 10	T	First-session classes end
Mar. 11	W	Classes that meet only on Wednesdays end
Mar. 12	TH	Classes that meet only on Thursdays end
Mar. 12–14	TH–SA	Examination period. Classes do not meet
Mar. 14	SA	Spring recess begins, 1 p.m.
Mar. 27	F	First-session grades due, 5 p.m.
Mar. 30	M	Classes resume; second-session classes begin, 8:15 a.m.
May 12	T	Classes end. Last day to apply for a spring-term leave of absence
May 13	W	Classes that meet only on Wednesdays end
May 14	TH	Classes that meet only on Thursdays end
May 14–19	TH–T	Examination period
May 19	T	Spring term ends, 5 p.m.
May 21	TH	Grades due for spring-term courses for second-year students
May 25	M	University Commencement
June 2	T	Grades due for spring-term courses for first-year students
July 17	F	Last day to convert Incompletes to grades for spring-term courses

# The President and Fellows of Yale University

## President

Richard Charles Levin, B.A., B.Litt., Ph.D.

## Fellows

Her Excellency the Governor of Connecticut, *ex officio*

His Honor the Lieutenant Governor of Connecticut, *ex officio*

George Leonard Baker, Jr., B.A., M.B.A., Palo Alto, California

Edward Perry Bass, B.S., Fort Worth, Texas

Roland Whitney Betts, B.A., J.D., New York, New York

Jeffrey Lawrence Bewkes, B.A., M.B.A., New York, New York

Peter Brendan Dervan, B.S., Ph.D., San Marino, California (*June 2014*)

Donna Lee Dubinsky, B.A., M.B.A., Portola Valley, California

Mimi Gardner Gates, B.A., M.A., Ph.D., Seattle, Washington (*June 2013*)

Paul Lewis Joskow, B.A., Ph.D., Locust Valley, New York

Jeffrey Powell Koplan, B.A., M.D., M.P.H., Atlanta, Georgia (*June 2009*)

Margaret Hilary Marshall, B.A., M.Ed., J.D., Cambridge, Massachusetts (*June 2010*)

William Irwin Miller, B.A., M.B.A., Columbus, Indiana (*June 2011*)

Indra Nooyi, B.S., M.B.A., M.P.P.M., Greenwich, Connecticut

Barrington Daniels Parker, B.A., LL.B., Stamford, Connecticut

Douglas Alexander Warner III, B.A., New York, New York

Margaret Garrard Warner, B.A., Washington, D.C. (*June 2012*)

Fareed Zakaria, B.A., Ph.D., New York, New York



# The Officers of Yale University

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Jeffrey Sonnenfeld, Ph.D., Senior Associate Dean for Executive Programs

Ira M. Millstein, LL.B., Senior Associate Dean for Corporate Governance

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Diane Palmeri, B.A., Associate Dean for Finance and Administration

Elizabeth Stauderman, M.S.L., Associate Dean for Communications

# SOM Faculty

## **Faculty Emeriti**

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Joseph LaPalombara, Ph.D., Professor Emeritus, School of Management and  
Institution for Social and Policy Studies

Paul MacAvoy, Ph.D., Williams Brothers Professor Emeritus of Management Studies

Theodore R. Marmor, Ph.D., Professor Emeritus of Public Policy and Management  
and Professor Emeritus of Political Science

Merton Peck, Ph.D., Professor Emeritus of Economics

Martin S. Shubik, Ph.D., Seymour H. Knox Professor Emeritus of Mathematical  
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## **Professors and Professors in the Practice**

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Nicholas C. Barberis, Ph.D., Stephen and Camille Schramm Professor of Finance

James N. Baron, Ph.D., William S. Beinecke Professor of Management

Paul Bracken, Ph.D., Professor of Management and Professor of Political Science

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Management

Zhiwu Chen, Ph.D., Professor of Finance

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Ravi Dhar, Ph.D., George Rogers Clark Professor of Management and Marketing, and  
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Roger G. Ibbotson, Ph.D., Professor in the Practice of Finance

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Sciences, Professor of Engineering, and Professor of Public Health

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Lode Li, Ph.D., Professor of Production Management

Andrew P. Metrick, Ph.D., Professor of Finance

Barry Nalebuff, D.Phil., Milton Steinbach Professor of Management

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Jacob K. Thomas, Ph.D., Williams Brothers Professor of Accounting and Finance  
Victor H. Vroom, Ph.D., John G. Searle Professor of Organization and Management and Professor of Psychology

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Victoria Brescoll, Ph.D., Assistant Professor of Organizational Behavior  
Daylian Cain, Ph.D., Assistant Professor of Organizational Behavior  
Rodrigo Canales, Ph.D., Assistant Professor of Organizational Behavior  
Keith Chen, Ph.D., Associate Professor of Economics  
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Martijn Cremers, Ph.D., Associate Professor of Finance  
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Shane Frederick, Ph.D., Associate Professor of Marketing  
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 Antti Petajisto, Ph.D., Assistant Professor of Finance  
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 Heather E. Tookes, Ph.D., Assistant Professor of Finance  
 Amy Wrzesniewski, Ph.D., Associate Professor of Organizational Behavior  
 Hongjun Yan, Ph.D., Assistant Professor of Finance  
 X. Frank Zhang, Ph.D., Assistant Professor of Accounting

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Michael Apkon, M.B.A., M.D., Ph.D., Associate Professor of Pediatrics  
 Ian Ayres, Ph.D., William K. Townsend Professor of Law  
 John Bargh, Ph.D., Professor of Psychology  
 Robert Blocker, D.M.A., Lucy and Henry Moses Dean of Music and Professor of Music  
 Donald J. Brown, Ph.D., Phillip R. Allen Professor of Economics  
 Ray C. Fair, Ph.D., John M. Musser Professor of Economics  
 Howard P. Forman, M.B.A., M.D., Professor of Diagnostic Radiology  
 Henry B. Hansmann, J.D., Ph.D., Augustus E. Lines Professor of Law  
 Yair Jason Listokin, J.D., Ph.D., Associate Professor of Law  
 Jonathan R. Macey, J.D., Sam Harris Professor of Corporate Law, Corporate Finance,  
 and Securities Law  
 Jerry L. Mashaw, Ph.D., Sterling Professor of Law  
 Robert Mendelsohn, Ph.D., Edwin Weyerhaeuser Davis Professor of Forest Policy and  
 Professor of Economics  
 Ingrid Nembhard, Ph.D., Assistant Professor of Public Health and Management  
 A. David Paltiel, Ph.D., Associate Professor of Public Health and Management Sciences  
 Roberta Romano, J.D., Oscar M. Ruebhausen Professor of Law  
 Peter Salovey, Ph.D., Dean of Yale College and Chris Argyris Professor of Psychology  
 Herbert E. Scarf, Ph.D., Sterling Professor of Economics  
 Alan Schwartz, LL.B., Sterling Professor of Law

### **Adjunct Faculty**

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 William Barnett, M.B.A., Professor of General Management  
 David M. Cromwell, M.B.A., Professor of Entrepreneurship  
 Ira M. Millstein, LL.B., Senior Associate Dean for Corporate Governance and Eugene  
 F. Williams, Jr. Visiting Professor in Competitive Enterprise and Strategy  
 Michael Schmertzler, M.B.A., Professor of Finance  
 David F. Swensen, Ph.D., Professor of Finance

### **Visiting Faculty**

Vivek Chaudhri, Ph.D., Visiting Associate Professor of Strategy  
 Edieal Pinker, Ph.D., Visiting Associate Professor of Operations Management  
 V. Brian Viard, Ph.D., Visiting Assistant Professor of Strategic Management

**Lecturers**

Heidi Brooks, Ph.D.

Beth O. Daponte, Ph.D.

Kevin Gray, M.B.A.

Stephen Hudspeth, J.D.

Stephen Latham, J.D., Ph.D.

Leon M. Metzger, M.B.A.

Jack Meyers, Ph.D.

Susana V. Mondschein, Ph.D.

Stephen Taylor, B.A.

**Executives in Residence**

Peter Kontes, M.B.A.

Donald Ogilvie, M.B.A.

**Senior Faculty Fellows**

Richard Foster, Ph.D.

Bruce Judson, M.B.A., J.D.

Mark Manson, M.B.A.

Anne Simpson, M.A.

# M.B.A. Degree Requirements and Academic Policies

## THE M.B.A. CURRICULUM

The Yale School of Management offers a two-year program leading to the degree of Master of Business Administration. A Bachelor of Arts or Bachelor of Science or equivalent undergraduate degree is requisite for admission to the M.B.A. program. The program requires two years of full-time study in residence and comprises both course work and non-course activities.

In the first year, students devote the majority of their time to the core courses, but are also required to participate in a formal Leadership Development Program and International Experience. In the summer following the first year, students continue their management training through internships or other appropriate activity, in fulfillment of the First-Summer Requirement. In the second year, elective courses complete requirements for the degree. See M.B.A. Degree Requirements, below.

### *The Core Sequence*

Traditional functional management disciplines are integrated in an innovative core curriculum designed to reflect the contexts encountered by today's managers and to better prepare students for what they will find in the workplace. Courses in the first-year curriculum are taught in three segments: Orientation to Management, Organizational Perspectives, and the Integrated Leadership Perspective.

#### ORIENTATION TO MANAGEMENT

The first segment of the core curriculum, Orientation to Management, introduces students to essential concepts and skills. Courses include Managing Groups and Teams, Basics of Accounting, Data and Decision Analysis, Basics of Economics, Interpersonal Dynamics, Problem Framing, and Careers.

#### ORGANIZATIONAL PERSPECTIVES

The heart of the first-year curriculum is a series of multidisciplinary courses called Organizational Perspectives, structured around the organizational roles a manager must engage and lead in order to solve problems – or make progress – within organizations. These roles are both internal – Employee, Innovator, Operations Engine, and Sourcing and Managing Funds – and external – Competitor, Customer, Investor, and State and Society.

Courses combine topics and insights from a variety of functional management disciplines to study the managerial challenges each role presents. This integrated approach allows ethical and value-based dilemmas to be introduced seamlessly and contextually into the curriculum.

A course on Negotiations is completed at the beginning of the Organizational Perspectives segment.

## INTEGRATED LEADERSHIP PERSPECTIVE

The final segment of the core curriculum, the Integrated Leadership Perspective, presents students with a series of complex case studies of organizations of different scale, from small entrepreneurial start-ups to large multinational corporations, across a variety of sectors. These cases require students to draw on the subject matter learned in the Organizational Perspectives courses, and also rely heavily on real-world data sources such as 10-Ks and research reports, not traditionally part of M.B.A. course work.

### *Leadership Development Program*

All Yale Management students participate in the Leadership Development Program in their first year. The program begins during orientation and continues throughout the first year with a series of exercises, workshops, assessments, and group meetings, as well as individual meetings and professional coaching to support and develop each student's unique leadership potential.

First-year students will meet in groups of approximately eighteen, supported by two second-year M.B.A. advisers and a member of the Yale Management faculty. The materials for these meetings will be closely integrated with materials and learnings from the classroom, beginning with the Orientation to Management segment and moving through the year to the Integrated Leadership Perspective. These same small groups will travel together during the International Experience trips in January of 2009.

The Leadership Development Program is designed to allow students to seek, understand, connect to, and articulate their own individual aspirations, to inspire real inquiry, and to suggest paths for leadership at Yale and beyond.

### *International Experience*

In January, between the first and the second terms, first-year students are required to take part in a ten-day International Experience, in which they travel to countries outside the United States, are rapidly immersed in a new environment, and meet with business, government, and nonprofit organization leaders. The faculty-led trips are tied thematically to the core curriculum, and involve intensive study and the completion of a project.

### *First-Summer Requirement*

Between the first and second years of the program, students are required to further their management education, normally by obtaining management experience through employment or internship. This requirement may be fulfilled by completing relevant course work at Yale or another approved institution of higher learning, or by completing another approved alternate activity.

### *Elective Courses*

Elective courses, chosen from the offerings described on pages 41–70, or from the approved offerings in other Yale schools and departments, complete the course requirement for the M.B.A. degree.



## M.B.A. DEGREE REQUIREMENTS

Degree requirements are designed and administered to ensure the integrity of the M.B.A. degree program. Any exception to the requirements must be approved by the faculty. The requirements fall into the following areas: Enrollment Requirement, Leadership Development Program Requirement, Number of Course Units, Timing Requirement, Distribution of Courses, and the Quality Standard. To qualify for the M.B.A. degree, students must at all times meet the conditions to continue as a degree candidate, and must meet all requirements as follows:

### *Enrollment Requirement*

The M.B.A. must be completed in four consecutive terms of full-time study, unless a student is permitted to take a leave of absence. A student enrolled in a joint-degree program is required to maintain continuous, full-time enrollment throughout the program and to complete degree requirements within the normal period specified for the program in the appropriate joint-degree agreement, unless granted a leave of absence.

### *Leadership Development Program Requirement*

To satisfy the Leadership Development Program Requirement, a student must attend all group and individual Leadership Development Program meetings, and participate in peer feedback.

### *Number of Course Units*

A student must:

1. Achieve credit, i.e., a grade of Pass or better, in 72 units of course work, of which 30 are normally earned in first-year core courses. Successful completion of more than 72 units does not offset deficiency in any other degree requirement (in particular, see Distribution of Courses and Quality Standard, below); and
2. Enroll in and receive a grade in a minimum of 16 units of course work each term. Further, each student must maintain enrollment in at least four courses during each part of the term. Taking a course overload in any part of a term does not excuse a student from the four-course minimum in any other part of a term.

### *Timing Requirement*

To be permitted to enroll for the second year of the M.B.A. program, a student must meet all of the following requirements:

1. Have achieved Proficiency in at least 20 units of core courses;
2. Have received credit in at least 28 units of core courses;
3. Have received a grade in 30 units of core courses;
4. Have satisfied the Leadership Development Program Requirement.

### *Distribution of Courses*

To graduate, a student must:

1. Achieve credit in each of the following core courses:

- Managing Groups and Teams (1 unit)
  - Basics of Accounting (2 units)
  - Basics of Economics (2 units)
  - Data and Decision Analysis (2 units)
  - Problem Framing (2 units)
  - Interpersonal Dynamics (1 unit)
  - Careers (1 unit)
  - Introduction to Negotiations (0.5 unit)
  - Competitor (2 units)
  - Customer (2 units)
  - Investor (2 units)
  - Sourcing and Managing Funds (2 units)
  - International Experience (0.5 unit)
  - State and Society (2 units)
  - Employee (2 units)
  - Innovator (2 units)
  - Operations Engine (2 units)
  - Integrated Leadership Perspective (2 units)
2. Achieve credit in elective courses as necessary to meet the 72-unit course requirement.

### *Quality Standard*

A student falls short of the Quality Standard if he/she:

1. Accumulates nonproficient grades in 21 or more units of course work; or
2. Accumulates nonproficient grades in 13 or more units of core courses; or
3. Accumulates failing grades in 5 or more units of core courses.

### *Remediation of Failing Grades in Core Courses*

A student who is Proficient in at least 20 units and receives credit in at least 28 units of core courses but fails one or more core courses must remediate the failing grade(s) either by retaking the course and achieving a passing grade, by passing a proficiency examination, if offered, or through alternate activity as specified by the instructor. In no case will a grade other than Pass be recorded when a failed core course is remediated.

A failing grade in a core course must be remediated in the next term or part of term in which the course is offered. A student who does not remediate the failing grade will automatically be dismissed from the program.

## ACADEMIC STANDARDS

### *Review Process*

The registrar conducts a review of the academic progress of all M.B.A. students at the midpoint and end of each term. Students who have received nonproficient grades are brought to the attention of the director of student and academic services and the chair of

the Academic Standards Committee. Students who are in possible or imminent danger of dismissal are referred to the Academic Standards Committee.

The director of student and academic services will notify all students who are referred to the Academic Standards Committee, making every reasonable effort to provide at least twenty-four hours' notice before the student is to meet with the committee. The student may present to the committee, either orally or in writing, any information that he/she believes is relevant.

### *The Academic Standards Committee*

The Academic Standards Committee is composed of faculty members who hold "track" or "in the practice" appointments. The director of admissions and the director of student and academic services serve as members *ex officio*. The membership of the committee is a matter of public record.

The committee's primary purpose is to review cases, to provide counsel to students in academic difficulty, and, if necessary, to dismiss students from the program, according to the policies outlined below. In addition, the committee serves as a faculty committee of review for exceptions to academic rules and for proposed changes to academic rules and/or policies.

### *Academic Grounds for Dismissal*

Any student whose academic performance puts him/her at risk of not fulfilling all requirements for the degree may be reviewed for dismissal. In cases where dismissal is not automatic, the Academic Standards Committee may permit the student to remain in the program if the committee finds that the conditions that caused the deficient performance no longer prevail and judges that the student will be able to satisfy all requirements for the degree.

Dismissal from the M.B.A. program is automatic if and when it becomes impossible for a student to satisfy the degree requirements with respect to the Number of Course Units, the Timing Requirement, the Distribution of Courses, or the Quality Standard. Thus, dismissal becomes automatic if a student:

1. Fails to receive credit in 72 units of course work by the end of the normal period of residency; or
2. Fails to receive a grade in at least 4 courses for each term or part of term; or
3. Accumulates nonproficient grades in 13 or more units of core courses; or
4. Accumulates failing grades in 5 or more units of core courses; or
5. Fails to remediate a grade of Fail in a core course in the term or part of term in which the course is next offered; or
6. Accumulates nonproficient grades in 21 or more units of core and/or elective courses.

Within two business days of his/her meeting with the Academic Standards Committee, the student will be provided by the director of student and academic services with a written summary of his/her academic situation and the committee's decision and recommendations.

### *Appeal of Academic Dismissal*

A student who has been dismissed by action of the Academic Standards Committee may appeal by written petition to the dean of the School. An appeal must be filed within forty-five days from the date of the letter notifying the student of the dismissal. The dean will refer the appeal to the Faculty Review Board. The Faculty Review Board, chaired by the dean, consists of the dean and two senior faculty members. The Review Board will ordinarily reach a final decision within two months of the receipt of the letter of appeal. However, if the School is not in session during part of this time, or in instances where additional time may be required because of the complexity of the case, the dean may extend either of the time periods specified above. A student who has been dismissed and has exhausted the appeal process cannot be readmitted except through the normal admission process.

## ACADEMIC POLICIES

### *Class Attendance*

Students are expected to attend classes regularly, be on time, and be prepared to contribute to class discussion. If religious observance, illness, or a personal emergency will prevent a student from attending a class, the instructor should be informed in advance whenever possible. If the circumstances make advance notice impossible, an e-mail as soon as possible after the missed class is the next best alternative. The student must make arrangements with a classmate to get notes and copies of class handouts.

If a student has to leave town for a personal or family emergency, or will be out of class for an extended period because of illness, he or she must first contact the director of student and academic services.

Using cell phones, browsing the Internet, or reading e-mail during class distracts classmates and interrupts their learning experience as well as the student's own. Cell phones, pagers, or other electronic devices are to be turned off during class. The use of laptops for academic purposes is at the discretion of the instructor.

### *Examinations*

Students are expected to take all exams at the scheduled time. Exams may be rescheduled only in exceptional circumstances such as a religious observance, incapacitating illness, or serious family emergency. Travel arrangements, mild illness, and the like are not acceptable reasons to change an exam time.

If there is a need to change the date or time of an exam, the student is to contact the director of student and academic services before the scheduled exam begins. In case of illness, the student will be required to provide written confirmation from a healthcare professional at the Yale Health Plan. An alternate exam date will be determined by the director of student and academic services in consultation with the instructor.

### *Incomplete Course Work*

Students are expected to complete all assignments by the deadlines established by the instructor. Marks of Incomplete are rarely approved, and only in cases where incapacitating illness or serious family emergency prevents the student from completing class work

on time. A student who anticipates a problem should contact the director of student and academic services before the last day of class. If the director of student and academic services approves an Incomplete, the mark must be converted to a grade no later than sixty days after the date on which grades for the term are due. If no grade has been received by that date, a grade of Fail will automatically be recorded.

### *Grades*

There are four grades at SOM: Distinction, Proficient, Pass, Fail. No more than 10 percent of students in a given course may be awarded Distinction. Once grades are officially recorded, they may not be changed except in cases where a mathematical error has been made in computing the grade or a clerical error has been made in recording it.

If a student takes a course in another school at Yale, the SOM registrar will ask the instructor to submit the grade according to the SOM grade scale.

## COURSE POLICIES

### *Elective Courses*

Second-year M.B.A. students register for fall-term SOM elective courses during the summer, and for spring-term SOM elective courses late in the fall term. Students are permitted to rearrange their elective course selections during an add/drop period at the beginning of each term. After the add/drop period, students may not change their course schedule except by approval of the registrar; in some instances permission of the instructor may also be required.

If a student is enrolled in a course at the end of the add/drop period, but does not complete the work of the course and does not receive the appropriate permission either to drop the course or to receive an Incomplete (see Incomplete Course Work, above), a grade of Fail will be recorded. No student may take for credit a course that he/she has previously audited.

## INDEPENDENT READING AND RESEARCH

This course provides an opportunity for students and faculty to work together on projects of mutual interest outside the structure of normal courses. Each independent project must have a sponsor who is a member of the Yale full-time faculty. Students must submit a Petition for Independent Study that includes the project proposal and the faculty sponsor's signature. The proposal must indicate the means by which the student's performance is to be judged (e.g., weekly assignments, final paper, etc.), as well as the scope of the project. A project will be assigned a course number of MGT 690 and can be worth 2 or 4 units. No more than 4 units of Independent Reading and Research may be undertaken in a term. The director of student and academic services must also approve the project before the course is entered on the student's record. Forms are due within the first two weeks of the term in which the project will take place. Petition forms are available on the Web site and in the Office of Student and Academic Services.

## NON-SOM COURSES

SOM students who take courses offered by another school at Yale University must comply with any enrollment procedures, restrictions, deadlines, and/or fees imposed by the

school offering the course. In addition, the student must file the appropriate forms in the School of Management, as described below.

Students wishing to enroll in a course in the Graduate School of Arts and Sciences or in one of the other professional schools at Yale must receive permission from the course instructor. Enrollment in a Law School course also requires authorization from the registrar of the Law School. Once the appropriate permissions have been obtained, the student must file an add/drop form at SOM. Once enrolled, the student must file an add/drop form with the SOM registrar if the course is dropped. The SOM registrar will notify the registrar of the appropriate school.

Students may receive credit toward the M.B.A. degree for Yale College courses only if such credit has been authorized by the SOM director of student and academic services. Petition forms for requesting credit are available in the Office of Student and Academic Services. The course will not be posted on the student's record until credit has been authorized.

In some schools students may be offered the individual option of taking a course on a Pass/Fail or Credit/D/Fail basis. SOM students are not permitted to elect such an option.

Students are not permitted to enroll in courses outside Yale University. Furthermore, no credit will be given by the School for any course taken outside Yale University during the period of the student's enrollment in the M.B.A. program.

The credit to be awarded for courses offered by Yale College, the Graduate School of Arts and Sciences, or by one of the other professional schools at Yale will be determined by the registrar, in consultation with the director of student and academic services. Normally a course offered by Yale College or the Graduate School will carry 4 units of credit at SOM. Courses carrying 1 credit hour or unit in another professional school may be audited but not taken for credit.

### *Auditing*

Students may, with the permission of the instructor, audit SOM elective courses or courses in another school in Yale University. The normal expectation for auditors is attending at least two-thirds of all class meetings; instructors may set additional conditions. Audited classes will appear on the transcript only if the instructor certifies that the conditions for auditing have been met. Auditing of SOM core courses is not permitted.

Any person who is not a degree candidate at Yale University and who wishes to audit an M.B.A. course must obtain written permission from the SOM faculty member teaching the course and the director of student and academic services. SOM does not issue transcripts for courses audited under this arrangement. The charge for auditing a course is one-ninth of the SOM tuition for the year.

### *Course Evaluations*

At the end of each course, students are asked to evaluate the course and instructor. The course evaluation results are given to the instructor and the dean, and the aggregate results are available for review on the campus Web site after the grades have been submitted.

## JOINT-DEGREE PROGRAMS

SOM offers joint-degree study with certain master's programs in the Graduate School of Arts and Sciences and with a number of the other professional schools at Yale. At present, these are Architecture, Divinity, Drama, Forestry & Environmental Studies, Law, Medicine, and Public Health. These agreements make it possible for a student to complete two degrees in a year less than would be required if the two programs were taken sequentially. SOM also offers opportunities for joint-degree study with doctoral programs in the Graduate School of Arts and Sciences. Information about these programs, including enrollment and degree requirements, is available in the Office of Student and Academic Services.

Admission decisions for joint-degree programs are made independently by the two schools. Students may apply for concurrent admission to both schools. Alternatively, students may apply for admission to the other school during the first year at SOM. Students already enrolled in one of the other schools with which SOM has joint-degree program agreements may apply to SOM in their first or second year of study, as specified in the appropriate agreement.

The normal pattern for joint-degree candidates in programs totaling three years of study is to spend the entire first year almost exclusively in one school and the entire second year almost exclusively in the other, combining courses from both schools and completing requirements for both degrees during the third year. Candidates in joint-degree programs totaling four years of study (Architecture, Drama, and Law) normally spend two full years almost exclusively in those schools, one full year in SOM, and one year of combined study. Candidates for joint degrees in Medicine normally spend three years exclusively in the School of Medicine, one year almost exclusively in SOM, and one year of combined study.

Students in joint-degree programs are not permitted to enroll in SOM core courses before matriculating at SOM. They must maintain full-time enrollment in both schools at all times. They must satisfy degree requirements in both schools, and must receive both degrees simultaneously.

The School of Management and the other school regularly share information about the status of students enrolled for joint degrees. Shared information may include course registrations and grades, disciplinary actions, or any other information that is normally part of a student's record. In addition, the academic officers of the two programs may share other information that they believe relevant to understanding a student's overall performance.

The School of Management and the other school separately apply their rules governing a student's academic performance. In applying these standards, either school may consider the student's performance in all of his or her course work. A student whose performance does not meet the requirements and standards of a program may be advised or required to withdraw, or may be dismissed from that program. Such a withdrawal or dismissal does not automatically require dismissal or withdrawal from the other program.

The School of Management and the other school jointly apply their rules governing a student's conduct. A charge of academic dishonesty in a course shall normally be handled by the school offering that course. If the course is jointly offered by the two schools, the charge will normally be handled by the school granting credit for that course.

A charge of general misconduct, not related to a particular course or to an event in one of the schools, will normally be handled by the school in which the student is currently registered. Jurisdiction over any case may be transferred if the disciplinary officials or committees of both schools agree. The final determination of fact, and any penalty, shall be communicated to the appropriate officials of both schools. A penalty of suspension, expulsion, or loss of course credit will apply to both degree programs.

## **SILVER SCHOLARS PROGRAM**

The Silver Scholars Program admits a select handful of college seniors to a three-year M.B.A. program at Yale SOM. Silver Scholars are expected to complete the M.B.A. program in three consecutive years. Students will participate in a one-year internship after completing the first year of the core M.B.A. program. They then return to campus to complete their M.B.A. courses. Occasionally, students may request to continue their internship one more year. Although the practice is discouraged, it is permissible; students wishing to extend their internships must petition the director of student and academic services for a leave of absence (see page 71). The request must be submitted no later than the first day of classes in the term they are to return. Students who fail to register for the term following the end of the one-year internship and do not have permission to take a leave of absence will be considered to have withdrawn from the M.B.A. program.



# Rights and Responsibilities of Students

## ACADEMIC FREEDOM

The Yale School of Management is committed to the protection of free inquiry and expression in the classroom and throughout the school community. In this, the School reflects the University's commitment, reaffirmed in its Policy on Freedom of Expression (1988), which states: "Nothing is more conducive to the advancement of knowledge and the search for truth, to individual growth and fulfillment, and to basic human liberties than a community, rare in history, where all shades of opinion can be voiced and all avenues of thought and research pursued."

## THE SOM HONOR CODE

### *Guiding Principles*

Honesty is fundamental to the profession and practice of management. It is therefore the bedrock premise of management education at Yale. To the community of students, faculty, and staff of the Yale School of Management honesty and integrity build the trust essential to a free and lively exchange of ideas.

The Yale SOM Honor Code is intended to foster the School's exceptional learning environment and to support conduct that will distinguish the faculty, staff, and students in their lives as managers, at school, at school-related functions, and in the larger management community. The Honor Code will be referred to as the "Code" hereafter.

The Honor Committee has jurisdiction over all Code violations including matters of academic dishonesty and egregious violations of the social and professional norms of behavior.

### *Academic Integrity*

The SOM community, including faculty, staff, and students, supports the highest standards of academic integrity. All academic work affords an unparalleled opportunity to put forward new and innovative ideas; at SOM we aspire to always acknowledge the ideas upon which new solutions are based.

When working on an assignment with a team, students must clarify the expectations for each member of the team.

Faculty will provide clear guidelines for students on the parameters of any group work, as well as guidelines for proper citation.

A student will contact the professor for clarification if there is a question about the way in which the group work is to be completed.

Students are encouraged to consult print resources, such as *Sources*, as well as online resources concerning proper citation.

### *Community Standards*

A hallmark of the SOM community is its inclusive nature, which respects the diverse backgrounds and views of its members. SOM faculty, students, and alumni aspire to standards of conduct while at Yale, and as they function in the larger management community, that will further distinguish SOM as a center of integrity and fair dealing.

Students must uphold, among themselves, the highest standards of professional behavior.

Students must strictly adhere to ethical guidelines during the job search – with interviewers, prospective employers, and their student colleagues.

Students must remember that they represent the School as they take part in activities in the University, New Haven, and the larger management community.

Standards of individual responsibility in the job search, and in the use of School and University information technology resources, are detailed under Policies of the Career Development Office and Policies on the Use of Information Technology Facilities, pages 32–36.

## PROCEDURES OF THE HONOR COMMITTEE

### *Composition and Charge*

The Honor Committee considers instances of academic infractions and other serious violations by SOM students against the SOM and University communities and their guests. The committee is responsible for collecting facts pertaining to such infractions and violations, making judgments about them, and determining punishment where appropriate. In addition, the committee reviews and proposes revisions in SOM discipline policy and procedures where needed and communicates its policies and actions to the community at large.

Suspected cases of cheating or other violations of Code standards should be reported to the chair of the SOM Honor Committee or to the director of student and academic services. A list of the members of the Honor Committee may be obtained from the Office of Student and Academic Services.

The committee is appointed by the dean. It consists of three faculty members (one of whom shall be designated chair), four SOM students (two from each class in residence), and the director of student and academic services (who shall act as secretary to the committee and shall be nonvoting). Two student alternates, one from each class in residence, will also be appointed. Appointments will typically be for the academic year.

### *Process*

The committee will collect the facts relevant to each complaint under consideration and make judgments on whether an infraction or violation has been committed and on its seriousness to the community. Based on these judgments, the committee will choose a punishment which it deems appropriate to the offense. It shall also inform the community of its actions in such a manner as to protect the identity of individuals who are the recipient of punishments.

Although deviations may be taken by the chair when appropriate to a given case, the following steps are customary:

1. The work of the committee normally begins when a member of the University community (faculty, student, or staff) brings a probable violation or infraction to the attention of the committee chair. The chair then requests a written statement and copies of any other relevant materials pertinent to the complaint.

2. Based on these materials, the chair will decide whether the offense, if the charge is true, would be of sufficient seriousness to warrant the attention of the committee. Should that be the case, the chair shall inform the student who is the subject of the complaint. At the same time the student will be given a copy of the Committee Policies and Procedures to apprise the student of his or her rights: (a) to appear before the committee, (b) to be accompanied by any member of the University community to act as his or her adviser,\* (c) to examine any and all written materials being provided to the committee as soon as possible, and ordinarily at least forty-eight hours in advance of the meeting, so that the student may have ample opportunity to question or refute them. At the beginning of a meeting with a student who is the subject of a complaint, the chair will review the Procedures of the Committee and the process to be followed in meetings with the committee.
3. The committee will endeavor to conduct its business in such a way as to protect the privacy and personal integrity of all individuals who are involved with the case. In addition, it will seek to make its judgments as promptly as is consistent with the need to establish the facts of the case and to come to judgments based on these facts.
4. The committee will seek to make its decisions by consensus. When consensus is impossible, a majority vote will be taken. No decision shall be made without a quorum of committee members (defined as a majority of both faculty and students present and participating; at least two faculty members and three students).
5. If the committee finds an infraction or violation, it will then decide on an appropriate punishment. Among the possible punishments that can be meted out by the committee are reprimands, probation, suspensions for a specific time period, and, in serious cases, expulsion. A penalty of expulsion will appear on a student's transcript. Correspondence related to any disciplinary penalty will remain in a student's internal SOM file and in the files of the Honor Committee. A penalty of a full term suspension will be reported to an outside agency or individual when a student makes a written request for release of file information to that agency or individual. A penalty of a less than full term suspension will be reported under the same circumstance but only for a period of two years following the expiration of the term of the suspension. A penalty of probation will be reported under the same circumstances for a period of time the student is enrolled and will not be released after the student has graduated. Information about warnings and reprimands will not be released. To provide for some consistency in reactions to offenses year by year, the committee chair shall study the files and inform the committee (ordinarily before the first case of the year is heard) of punishments meted out in certain classes of cases in prior years. Penalties should be set based upon the severity of the infraction, rather than the impact of such penalty on the student's personal situation.
6. The committee chair will inform those against whom complaints have been made of committee decisions within twenty-four hours of the committee's decision.

\*Role of the adviser: In the SOM disciplinary process, the student's adviser is not an advocate, but rather a source of support to the student. The adviser may help the student in preparing for the meeting with the Honor Committee and may accompany the student to the meeting. During the meeting, the adviser may quietly suggest questions or issues for the student to raise with the committee; the adviser does not participate directly in the meeting.

## *Review*

1. At the beginning of the investigation the chair will inform committee members of the individual(s) involved in a case. Committee members will be invited to excuse themselves from the case if there is a conflict of interest. If a committee member is excused, the chair will recommend to the dean a successor for temporary appointment to the committee for participation in the matter. At the beginning of the investigation, the chair will inform the student whose conduct is in question of the procedures that will be followed and will notify the student of the membership of the committee. Within one day after receiving that notification, the student may object that a member is prejudiced by stating in writing the basis for this objection. On receipt of this objection, the chair will rule on whether the member should be recused from taking part in the proceedings and, if this is done, will recommend to the dean a successor for temporary appointment to the committee for participation in the matter. A decision of the chair not to recuse the challenged member will be communicated to the student, who may within one day after receiving the notice appeal the decision to the dean. The dean's decision to deny or grant the appeal will be final.
2. At the time the committee informs the student of its decision, it shall also inform the dean. The dean will determine whether the committee's conclusion that a violation has occurred is supported by evidence. If the dean determines that the conclusion is not supported by the evidence, the dean will remand the decision to the committee for further fact-finding or deliberation. The dean's decision that the conclusion is supported will be final.
3. Following the review of the record, the dean will offer any student against whom an infraction or violation is found the opportunity to meet with the dean, as promptly as the dean's schedule may permit, to raise any objections to the proceedings on the grounds of procedural irregularity or prejudice. If objection is raised, the dean will investigate the objection and may remand the matter to the committee to correct the procedural irregularity or to re-deliberate after disqualifying the member or members found to be prejudiced. A decision of the dean that the proceedings were not irregular or that there is insufficient evidence of prejudice will be final.
4. Unless remanded by the dean after review, the committee's finding of an infraction or violation is final. The committee's decision on an appropriate punishment may be appealed to the Faculty Review Board. The Faculty Review Board, chaired by the dean, consists of the dean and two senior SOM faculty members. The student must provide the dean with a written request and any supporting materials within five business days after the student is notified of the committee's decision. General dissatisfaction with the committee's decision does not constitute substantial merit. The committee chair may submit a written or oral explanation of the committee's decision to the Faculty Review Board. The student's written request and supporting materials will be made available to the Review Board, but the student will not be permitted to attend the Review Board meeting. The Review Board's role in the appeal will be to judge the appropriateness of the punishment assessed by the committee, assuming the correctness of the committee's finding of a violation. The Review Board's decision concerning punishment is final.

## *Records and Files*

Minutes of committee meetings about particular cases and committee deliberations about policy and procedures will be kept by the director of student and academic services, who will act as secretary to the committee. These records will be kept in a confidential, locked file. Only the dean, the director of student and academic services, and the current chair of the Honor Committee shall have access to them. The dean and the chair will be responsible for passing committee files to the director of student and academic services to ensure the completeness of the committee files kept in the office of the director of student and academic services.

For each term the secretary to the committee shall prepare a document entitled "Actions of the Honor Committee Academic Year: 20\_\_ to 20\_\_," summarizing each case in which the committee saw fit to assess any form of punishment. Each summary should include a description of the offense and the punishment assessed. These summaries should not identify the students involved and so far as possible should avoid contextual information that would reveal or encourage speculation about the identity of individual students. Honor Committee reports will be posted at the end of the academic year and at the beginning of the fall and spring terms.

## **POLICIES OF THE OFFICE OF STUDENT AND ACADEMIC SERVICES**

The Office of Student and Academic Services (SAS) supports academic, cocurricular, and extracurricular programs at SOM. SAS is responsible for the logistical aspects of the Leadership Development Program, International Experience, International Exchange, and other student curricular programs. SAS also works closely with student government and student clubs to enhance and enrich the student experience at SOM. SAS is also home to the Registrar and Financial Aid offices and is the liaison with the Yale University Resource Office on Disabilities.

### *Student Records*

A permanent file is created for each student upon admission to SOM. This file contains the student's application, essays, acceptance letter, and registration forms, as well as copies of all correspondence to the student. Access to this file is governed by the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment. When a student graduates, his/her file is transferred to the Yale University Archives for permanent storage.

### **ACCESS TO RECORDS**

Official student records for currently enrolled students are housed in SAS. Under the Buckley Amendment, student records are accessible to faculty members, deans, and staff members who have a legitimate educational interest in review of the records. Students have automatic access to all parts of their records except recommendations submitted as part of the application for admission.

The following personal information may be released to the public unless a student requests otherwise: name, address, telephone number, dates of attendance, and degrees received. Any student may request that this information be treated confidentially.

## TRANSCRIPTS

Student transcripts are maintained permanently in SAS. From time to time, students may need to supply a potential employer with an official transcript from the M.B.A. program. An official copy of an SOM transcript will be released on written request from the student or alumnus/a. To have a transcript sent, a student must complete a Transcript Request form, available from SAS. Current students may obtain transcripts free of charge. The fee for an alumnus/a is \$5.

## *International Experience*

The International Experience is an integral part of the core curriculum. All SOM students are expected to complete the International Experience during their first year of study. Students with visa issues, health concerns, or a family emergency that will force them to delay the experience should contact the director of student and academic services for approval to postpone the requirement to the following academic year.

## TRIP FEES

If a student, for any reason, is unable to fulfill the International Experience trip requirement during the first year, he or she must complete an International Experience trip during the second year. The student will be credited any International Experience trip fees that have been billed to his or her bursar account; however, the student will be responsible for the entire cost of the trip the following year, including any and all price increases in the International Experience trip fees and any airfare expenses and/or increases.

For all trips, if a student is unable to fulfill this International Experience trip requirement or needs to change destinations because of visa issues, a health emergency, or other unforeseen circumstances, SOM will not reimburse the student for the cost of any expenses incurred in canceling flights or other travel arrangements.

## *International Exchange*

SOM has established a program to allow students to spend one term studying abroad while working toward the M.B.A. degree. SOM students are able to spend the fall term studying at an approved academic institution. A list of exchange partners and details about the application process are available from SAS.

While abroad, students will be evaluated on the exchange partner's grading scale. Courses completed successfully will appear on the SOM transcripts with an indication that the credits were completed abroad. Students will not be assigned grades based on the SOM grading scale. Students are required to speak with the SOM registrar regarding their specific course schedule and course load while abroad to ensure they meet all SOM requirements.

Students selected to participate in the exchange program are expected to attend the exchange program in its entirety and participate fully. A nonrefundable program fee is required upon acceptance of an offer to participate in the program. Upon participation in the program, this fee will be credited against the student's tuition. If a student withdraws from the program after the final deposit deadline, he or she will forfeit the program fee.

Exchange participants are expected to be good ambassadors of SOM. While abroad, students are expected to uphold the highest standards of professional behavior and must remember that they represent the School. Student conduct while abroad remains subject to the SOM Honor Code.

### *Academic Tutoring and Support*

SAS is committed to providing a variety of resources to help students who are experiencing academic difficulty achieve the highest possible standard of academic excellence. To that end, SAS has developed a tutoring program to assist students with components of the first-year core curriculum. SAS provides students with personal and/or small group tutoring sessions for all courses in the core curriculum. SAS will provide each student with academic difficulties up to one hour of tutoring per week in each core subject. The Professional Communications Center is available to assist students who are having trouble with written or oral communication skills. Information about the center and its services can be found at [www.som.yale.edu/students/profcommcenter.asp](http://www.som.yale.edu/students/profcommcenter.asp).

To access tutoring assistance, students must contact the senior associate director of SAS and inform the senior associate director of the subject for which the student is seeking tutoring assistance. This request must be made in writing via e-mail at the earliest opportunity in the term the student determines a need for tutoring assistance. SAS will make every effort to accommodate requests that come near the end of the term but cannot guarantee tutoring assistance if the request is made in the last two weeks of the term.

Once a request is made, the student will be given contact information for the tutor. The student will have one week from the date of receipt of the contact information to contact the tutor and set up a tutoring appointment.

If the student needs to cancel a tutoring appointment, the student will give the tutor twenty-four hours advance notice of a cancellation.

If the student initiates the process and requests an appointment with the tutor and omits to contact the tutor within one week, omits to inform SAS that he or she no longer needs a tutor, does not adhere to the cancellation policy above, or cancels two consecutive appointments with the tutor, the student will forfeit the right to participate in the tutoring program for the rest of the academic year.

If a student has any issues or concerns with the tutoring program, he or she should contact the director of student and academic services, who will investigate the issue or concern.

### *Student Workers*

Students can be employed by SOM in a variety of capacities. Students who are employed by any SOM department or employed by SOM in any way are “student workers” and subject to this policy. Student workers can be, but are not limited to, teaching assistants, research assistants, tutors, second-year advisers, CDO coaches, admissions interviewers, or International Experience trip assistants.

Student workers will be allowed to work for SOM up to twenty hours per week during a term if they are registered in only four courses during that term. Student workers registered for more than four courses are not permitted to work for SOM for more than a total of ten hours per week. Student workers are allowed to hold more than one paid

position at SOM as long as the total hours worked in all positions do not exceed these maximums. First-year students are encouraged not to work while completing the core curriculum.

Additionally, a student may not be a teaching assistant for a course he or she is enrolled in for credit.

First-year students in academic difficulty who have been seen by the Academic Standards Committee are not eligible to be employed by SOM during the first year of study.

This policy applies to the academic year, and does not apply during recess periods or over the summer.

### *Course Recording*

If the observance of a major religious holiday or hospitalization will prevent a student from attending class, the student should inform the instructor in advance. Students missing class because of observance of a major religious holiday or hospitalization can request to have classes recorded. Classes missed because of illness, job interviews, or other personal commitments will not be recorded. Extracurricular events will not be recorded under any circumstances. Courses will be recorded only if the instructor is willing to grant permission for video- or audiotaping.

Requests for recording should be made to the director of SAS at least two weeks before the scheduled holiday. The director of SAS will review the request to decide if the course should be recorded, contact the course instructor to obtain permission for recording, and arrange for the recording. In reviewing the request, the director of SAS will also determine if the course should be videotaped—core courses are eligible to be videotaped—or audiotaped. Elective courses or events that impact a small number of students are eligible to be audiotaped only.

SAS may not be able to accommodate requests that are not received with at least two weeks notice. Students missing class because of observance of a major religious holiday or hospitalization are responsible for arranging to pick up notes or handouts from a classmate and for checking the course Web site for any relevant postings.

### *Alcohol*

SOM is a community of adults, and the responsible consumption of alcohol has a place within School- and student-organized events. The following guidelines apply whenever alcohol is purchased with School funds and/or served or consumed on School property; a detailed statement of the School's policies and procedures governing the service of alcohol is available from the Office of Student and Academic Services.

Alcohol may be served or consumed only in the context of School-sponsored or officially recognized club-sponsored events. School funds may not be used to support private parties.

In accordance with Connecticut state law, alcoholic beverages may be dispensed only to individuals who are twenty-one or more years old and may not be dispensed to any intoxicated person.

Alcohol that is purchased with School funds, served on the SOM campus, and/or served at any SOM student club-sponsored event must be served by a bartender who is



certified by TIPS or a similar organization, is not an SOM student, and remains on duty for the entire time that alcohol is served.

Beer and wine are the only alcoholic beverages that may be served. Whenever alcohol is served, appropriate quantities of nonalcoholic beverages and food must be available at the same location.

Any exceptions to this policy must be approved in writing from the director of SAS.

Violations of any of the School of Management alcohol policies and procedures may be referred to the Honor Committee for disciplinary action.

### *Purchasing Card Use Policy*

When a student who is not a club budget officer uses a SAS purchasing card (p-card), the student must present an authorization form signed by the appropriate club budget officer. Authorization must include: event name and date, name of vendor, items/services to be purchased via p-card, business purpose for purchase, and estimated amount of purchase.

Appropriate original, itemized receipts for p-card purchases should be submitted to SAS by the end of the next business day after the p-card is used. If appropriate receipts are not submitted within five (5) business days, the amount of the purchase may be billed to the student's bursar account and/or the club may lose p-card privileges for the remainder of the academic year.

### *Reimbursement Policy*

Appropriate original, itemized receipts for purchases and expenses must be submitted to SAS within ten (10) business days from the date the expense was incurred. Receipts must be accompanied by the student reimbursement form, accurately and completely prepared. When the reimbursement is for a club-related expense, the form must include the appropriate club budget officer's signature of authorization.

No student reimbursements will be processed if submitted more than thirty (30) business days after the expense was incurred or the last day of classes for that term, whichever occurs sooner.

### *Fundraising Guidelines*

Solicitation of alumni, faculty, or staff is not permitted without approval from the Office of Development and Alumni Relations. Guidelines are available in SAS.

### *Firearms and Weapons*

The possession of explosives, guns, ammunition, air rifles, paintball and pellet guns, BB guns, Tasers, knives, or other weapons on the Yale SOM campus is prohibited.

### *Grievance Procedures*

In an institution that is trying to meet the needs of a diverse collection of individuals (students, faculty, and staff), it is possible that the academic year may give rise to a variety of problems. Students with problems of either a program-wide or personal nature should consult the director of SAS. Cases involving possible cheating or plagiarism violations by

students may be brought before the standing student-faculty Honor Committee. These matters should be brought to the attention of the director of SAS, who is an ex officio member of the Honor Committee.

Yale is committed to providing an atmosphere that is free of discrimination and sexual harassment. The Grievance Committee deals with complaints of discrimination by a student against a member of the faculty or administration on such bases as race, sex, religion, national or ethnic origin, sexual orientation, or handicap. The Grievance Committee also deals with all complaints of sexual harassment of students by any member of the community.

The first step in the grievance procedure is to contact a member of the Grievance Committee. Membership on the Grievance Committee is a matter of public record. A list may be obtained from SAS. The Dean's Procedure for Student Complaints governs such cases, and a copy of this procedure may also be obtained from SAS.

## **POLICIES OF THE CAREER DEVELOPMENT OFFICE**

The Career Development Office (CDO) works with students at Yale SOM in the delivery of high-quality programs to teach the practical career management skills necessary to succeed in the global M.B.A. marketplace. The CDO staff partners with faculty, alumni, and recruiters to present a comprehensive sequence of interactive workshops that fully prepare students for both the internship and permanent job search. In order for this process to be successful, both students and the CDO need to work cooperatively in accord with the policies outlined below.

### *What Students Can Expect from the CDO*

Students will have equal access to all CDO services including career counseling, career development workshops, on-campus interviews, company literature and contact information, and the online alumni directory.

The CDO staff will be available to assist students in identifying and formulating a successful job search strategy by:

- Helping students pinpoint their individual skills and talents
- Critiquing résumés and cover letters
- Strengthening students' networking techniques
- Sharing "best practice" interviewing skills
- Recommending supplemental job search strategies

Ultimately, the CDO staff will work with students to ensure that they are well positioned to make the best possible employment decisions for themselves.

## **EMPLOYER RELATIONS**

The CDO staff will actively develop and enhance relationships with employers for the purpose of increasing employment opportunities for SOM students. These efforts will be reflected in the variety of companies participating in the on-campus recruiting program, the various educational presentations, and the job postings offered by other firms of interest.

**CONFIDENTIALITY**

The CDO will maintain the strictest confidentiality of student information that is obtained from counseling sessions, interview feedback, and placement records. Additionally, salary data will be published in aggregate only as deemed appropriate.

*The CDO's Expectations of Students***RESOURCES**

Students should treat the career information resources – both printed and electronic – as privileged material and abide by the CDO's user policies. Unauthorized removal, destruction, or disclosure of career information resources inhibits students' ability to obtain information to which they are entitled.

**MAINTAINING PROFESSIONAL CONDUCT**

Interviews, corporate presentations, and communications with employers are activities that require professional conduct. As with all SOM activities, punctuality and professional demeanor are expected. The CDO strongly discourages students from arriving late or leaving in the middle of corporate presentations. This is discourteous to both corporate guests and fellow students, and should be avoided. Students should plan to arrive a few minutes early and stay for the entire duration of the event.

**INTERVIEWING WITH COMMITMENT**

Campus interviews are not opportunities to “shop around” for an interesting job. Nothing is more apparent to an experienced recruiter than a student who has given very little thought as to why he/she would be interested in working for the recruiter's organization. It misleads employers, wastes time and money, and may prevent fellow students who are sincerely interested in these opportunities from being able to obtain an interview slot. The student should arrive for an interview having thoroughly researched the organization; the student also should be prepared to explain his/her interest in working with the firm.

**ADHERENCE TO SCHEDULES**

Students should adhere to interview schedules and counseling appointments. SOM policy prohibits students from missing class for interviews, whether on- or off-campus. The CDO will create interview schedules that do not conflict with classes or examinations. Students are expected to keep all scheduled job interview appointments, whether on- or off-campus.

Students are also expected to keep all scheduled counseling appointments (including mock interviews) with the CDO staff and CDO consultants. A student who needs to cancel a counseling appointment should provide the CDO with one business day of advance notice.

**ON-CAMPUS INTERVIEWING**

Confirmed first-round interviews cannot be canceled unless the student has accepted an employment offer. Students who have received an employment offer but have not yet accepted it must keep all scheduled interview appointments.

On-campus interviewers receive their confirmed schedules at least two business days in advance. A student who has accepted an employment offer and wants to cancel a first-round interview must make the request by 12 noon, two business days prior to the scheduled on-campus interview. If any situations arise that require clarification, the student should contact the CDO immediately.

A student who accepts an employment offer and needs to cancel future on-campus interviews should adhere to the following steps:

1. The CDO should be informed of the cancellation request. To advise the CDO of an interview cancellation request, an e-mail should be sent to [som.cdo@yale.edu](mailto:som.cdo@yale.edu) with the following subject line: Interview Cancellation Request/Interview Date. The e-mail message should include student's full name, contact number, and the names of the companies involved.
2. If the firm has already received its final interview schedule from the CDO, a formal note of apology should be sent to the firms with which an interview is scheduled (the student should verify the schedule status with the appropriate CDO relationship manager).
3. The student should complete a job status form online through M.B.A. Career Profile.

#### **RESPONDING TO JOB OFFERS**

The student's acceptance or rejection of an employment offer is to be communicated on or before the date requested by the employer. If additional time is required to consider an employer's offer, it is essential to notify the person who extended the offer as soon as possible and prior to the acceptance deadline. It is not acceptable to allow a job offer to expire; students are expected to contact employers directly to reject an offer. Students should also seek guidance and counsel from the CDO.

#### **ACCEPTING AN OFFER**

Accepting an internship or full-time position is considered a serious commitment. Upon accepting an employment offer, students are expected to immediately withdraw from the interviewing process (both on- and off-campus) and to promptly notify other employers actively considering them for jobs that they are no longer available for consideration.

#### **RENEGING ON AN OFFER**

SOM does not tolerate renegeing on job offers. Once a student has accepted an offer— orally or in writing—it is binding. If the student reneges on an offer (i.e., decides to reverse a decision), that student will forfeit the right to participate in full-time recruiting and all future career services typically offered to SOM alumni/ae. This is an unacceptable practice that will severely damage SOM's reputation with companies and alumni/ae.

#### **REPORTING PLACEMENT INFORMATION**

When a student receives or accepts a job offer, the information should be reported to the CDO by completing an online placement record in M.B.A. Career Profile. Employment offer and acceptance information is vital to tracking the student's success and that of the student body as a whole. It also helps the CDO identify students who may need additional support. All offer information (including salary data) is kept strictly confidential and reported only in aggregate.

## POLICIES ON THE USE OF INFORMATION TECHNOLOGY FACILITIES

The Information Technology Group (SOM-IT) at Yale SOM is committed to providing reliable technology and solutions to facilitate the academic and administrative needs of the School. All users of SOM computing and networking services, including those provided by Yale University, are expected to read and abide by the Yale Information Technology Appropriate Use Policies ([www.yale.edu/its/policy](http://www.yale.edu/its/policy)). Further, in order for SOM-IT to provide the highest level of service, members of the SOM community are expected to be aware of and comply with the following additional policies:

**Student hardware** There is a mandatory laptop requirement for M.B.A. students. To provide the highest level of customer service and ensure optimal compatibility with SOM equipment, a standard architecture for student hardware and software exists. SOM-IT offers a laptop at a negotiated group discount. Information on these requirements is mailed to incoming students; copies are available from SOM-IT. The selected hardware is tested with the multimedia presentation equipment and network services to ensure compliance.

**User rights** Users have the right to free inquiry and expression, reasonable confidentiality, and due process in cases of discipline resulting from rules violations.

### User responsibilities

- *Legal responsibilities* All use of SOM-IT facilities is subject to federal, state, and local law, and to University regulations. Users must observe intellectual property rights, in particular the software copyright law. All use of SOM computers and networks must be consistent with all contractual obligations of the University.
- *Security responsibilities* Users must not make or attempt any deliberate, unauthorized access to, or changes in, data in an SOM facility, for example, to read personal communications of other users or to access confidential University files. Users must not defeat or attempt to defeat the SOM-IT security systems, such as “cracking” or guessing user identifications or passwords, or compromising room locks or alarm systems. Users must not intercept or attempt to intercept data communications not intended for that user’s access, for example, by “promiscuous” bus monitoring or wiretapping.
- *Denial of service* Users must not deny or interfere with, or attempt to deny or interfere with, service to other users, e.g. by means of “resource hogging,” distribution of computer worms or viruses, etc.
- *Personal responsibility* Users are responsible for the security of their SOM-IT accounts and passwords. Accounts and passwords are normally assigned to single users and are not to be shared with any other person without SOM-IT authorization. Users are expected to report any observations of attempted security violations.

### General responsibilities

- *Proper authorization* Users must have authorization to use any SOM-IT facility. Users must not permit or assist any unauthorized person to access the SOM-IT facilities.
- *External data networks* Users must observe all applicable policies of external data networks when using such networks.

- *Personal identification* Users of SOM-IT microcomputers, workstations, printers, or other public facilities must show University identification upon request.
- *Access to data* Users must allow SOM-IT personnel access to data files kept on the SOM-IT systems for the purpose of systems backups or diagnosing systems problems, including rules violations.
- *For-profit use* Without specific authorization, all activities using SOM-IT facilities for personal profit or for the direct financial benefit of any non-Yale organization are prohibited.
- *Threats and harassment* SOM-IT facilities must not be used to threaten or harass any person.
- *Modification of data or equipment* Without specific authorization, users of SOM-IT computing or network facilities must not cause, permit, or attempt any destruction or modification of data or computing or communications equipment, including alteration of data, reconfiguration of control switches or parameters, or changes in firmware.
- *Removal of equipment or documents* Without specific authorization by the owner or designated administrator, users must not remove any SOM-IT-owned or -administered equipment or documents from an SOM-IT facility.
- *Foreign devices* Without specific authorization, users must not physically or electrically attach any foreign device (such as an external disk, printer, or video system) to SOM-IT equipment.
- *Responsibility for account* Users are presumed to be responsible for any activity carried out through their SOM-IT accounts.
- *Reports of violations* Users must report any evidence of violation of these rules to appropriate SOM-IT personnel and other University authorities. Users must not conceal or help to conceal or “cover up” violations by any party.
- *Privacy considerations* Data storage and communications are not perfectly secure. There are software and physical limitations that can compromise security. SOM-IT tries to minimize such exposures, but risks exist.
- *Enforcement procedures* Any actual or suspected violation of the rules listed above should be brought to the attention of the director of the SOM Information Technology Group.

## POLICY ON THE USE OF THE UNIVERSITY AND SCHOOL NAMES AND LOGOS

The Yale University and Yale School of Management names, logotypes, and seals (in all formats) are protected by copyright law. Further, it is of great importance that faculty, students, and staff representing SOM use the School’s established graphic standards. Any use of the name or logotype in the title or caption of a publication or organization; any use of the above-mentioned on stationery or business cards; or their use on any item or product to be distributed or sold by an individual or an organization, must be approved by the SOM Office of Communications and by the Office of the Secretary of Yale University under such requirements and restrictions as those offices may impose. For further information, contact the Yale School of Management Office of Communications (121 Whitney Avenue) at 203.432.6009.

# M.B.A. Courses for 2008–2009

## FALL-TERM CORE COURSES

**MGT 401a, Managing Groups and Teams** 1 unit. This is a short course on the theory and practice of leading, managing, and functioning in task-performing groups and teams. It has two primary goals: first, to provide students with a conceptual framework for analyzing group dynamics, diagnosing performance problems, and designing appropriate interventions, and second, to help students develop practical skills for building effective groups and teams. Both of these objectives are important to students' effectiveness in study groups at SOM and in organizational teams they will join or lead after graduation. The design of the course is based on the belief that conceptual understanding of the principles of team effectiveness is of little use without a more direct experiential understanding of group dynamics (or process) and the behavioral skills required to implement this knowledge. Victor Vroom, Amy Wrzesniewski

**MGT 402a, Basics of Accounting** 2 units. The course helps students acquire basic accounting knowledge that is extremely useful in the day-to-day practice of general management. This basic accounting knowledge is indispensable background for the work to follow in the Organizational Perspectives courses as well as for elective courses in accounting, finance, marketing, and strategy. Accounting systems provide important financial information for all types of organizations across the globe. Despite their many differences, all accounting systems are built on a common foundation. Economic concepts, such as assets, liabilities, and income, are used to organize information into a fairly standard set of financial statements. Bookkeeping mechanics compile financial information with the double entry system of debits and credits. Accounting conventions help guide the application of the concepts through the mechanics. This course provides these fundamentals of accounting. Rick Antle, Stanley Garstka

**MGT 403a, Data and Decision Analysis** 2 units. The ability to understand and apply probability concepts and statistical methods is fundamental to management education. The concepts covered in this course include probability, decision analysis, confidence intervals, hypothesis testing, and applied regression modeling. This course provides a foundation of basic statistical concepts that are essential for many other courses at SOM. These materials surface routinely in students' Organizational Perspectives courses and electives and are useful for decision-making applications in financial analysis, marketing, operations management, and other areas. Edward Kaplan, Brian Mittendorf

**MGT 404a, Basics of Economics** 2 units. This course concentrates on the role of market processes in determining the opportunities facing individuals and business firms, the policy issues facing public officials, and the patterns of resource allocation in the economic system. It is intended to be accessible to students with little or no prior exposure to economics. The mathematical prerequisite is competence in high school algebra and in the interpretation of graphs. The aim is to provide students with analytical tools to help them tackle economic problems, which arise whenever agents must make economic trade-offs or engage in trade. While we cover a range of topics in microeconomics, the emphasis throughout the course is on learning how to approach and tackle economic problems – a skill that will be useful in making managerial decisions. Topics include

supply and demand, consumers, production, equilibrium, imperfect competition, competitive strategy. Sharon Oster

**MGT 405a, Interpersonal Dynamics** 1 unit. Studies have shown that the average manager spends about two-thirds of his or her time interacting with others. It should be no surprise that skill in interpersonal relationships is one of the most frequent determinants of managerial success or failure. This course is designed to help students learn some of the skills necessary to build more open and effective working relationships. Improving knowledge and abilities in these areas is critical to being an effective manager in today's global and highly interdependent organizations. This course builds on students' experiences in the Managing Groups and Teams course. The learning teams created during the latter part of that course continue to work and learn together in Interpersonal Dynamics. Heidi Brooks

**MGT 406a, Problem Framing** 2 units. This course teaches students general management tools for framing and structuring a wide range of problems. The course begins with general heuristics that are useful for new problems of unorganized complexity. These include simplifying a problem, searching for related but simple problems that one knows how to solve, anticipating the form of a solution, changing the problem to an equivalent problem, problem decomposition, and recognizing common structure in different settings. The course continues with more advanced topics for managing in turbulent environments, including scenario methods, prediction markets, and systematic biases and blind spots. Exercises and cases are drawn from private equity, political risk, hi-tech industries, and business intelligence. Paul Bracken, Nathan Novemsky

**MGT 407a, Careers** 1 unit. This course focuses on the individual and the idea that he or she is going to have a career over forty or fifty years. We take a long-term focus in order to highlight frameworks, concepts, and theories that detail the ways in which careers unfold over time and the forces that guide career trajectories. Through a combination of course readings, experiential exercises, lectures, and illustrations from others' careers, students gain a deeper understanding of the choices and tradeoffs they may face and how to assess these against the backdrop of the frameworks offered. Specifically, we focus on developmental frameworks, theories of resilience and transition, and the role of different kinds of capital – such as human capital, social capital, and financial capital – that people build in creating their careers. Jonathan Feinstein, Amy Wrzesniewski

**MGT 408a, Introduction to Negotiations** 0.5 unit. The course objective is to learn a conceptual framework for analyzing and shaping negotiation processes and outcomes. Negotiation can be broken down into two basic activities: creating value and capturing value. Creating value is about making the pie bigger, while capturing value is about getting the largest possible slice for yourself. The course presents strategies for achieving both of these objectives at the same time. The course also helps students to develop a repertoire of negotiation strategies and skills. There are several opportunities to negotiate with classmates in a simulated environment. Barry Nalebuff, Cade Massey

**MGT 410a, Competitor** 2 units. This course enables students to be better managers by equipping them to (1) identify key players in the environment both from a competitive and a cooperative perspective, (2) identify the objectives and constraints of those players



given the environment in which a manager's own organization and competing organizations are embedded, (3) anticipate the likely actions that competitors will take given their objectives and constraints, and (4) recognize and deal with the feedback between their own actions and the actions of other agents. The course explicitly recognizes that relevant players in the environment include government and nonprofit organizations as well as corporations and that these players act both cooperatively and competitively. Thus an important premise of this course is that the environment within which organizations compete is multi-layered, encompassing not only the market but political, cultural, and legal dimensions. Finally, the course explicitly draws attention to the fact that objectives and constraints arise not only from the external faces of the environment but from internal features of the organization. The course draws from the disciplines of economics, marketing, organizational behavior, and politics. Fiona Scott Morton

**MGT 411a, Customer** 2 units. The course takes the viewpoint that the best way to create and keep a customer is to develop a deep understanding of customer behavior, integrate that understanding across the organization, and align the organizational structure to both satisfy current customer needs and adapt to changes in customer needs better than competitors. To be truly customer-focused and market-driven, a company (profit or non-profit) should develop the capability to sense and respond to the changing needs of customers in the market. An important element of the course is the idea that customer focus must extend to the entire organization across all its major functions for it to be successful. The course consists of two main modules: (1) Understanding Customers and Creating a Superior Value Proposition and (2) Creating and Maintaining a Customer-Aligned Organization. The first module focuses on understanding customer needs in consumer and industrial markets from a multidisciplinary perspective (economics, psychology, and sociology) to create a superior value proposition; the second highlights how creating a customer-aligned organization requires functional perspectives that span marketing, operations, accounting, finance, and human resource management. K. Sudhir

**MGT 412a, Investor** 2 units. This course is about investors: what they do, how they think, and what they care about. The course is, in places, quantitative. It makes use of basic concepts in probability, statistics, and regression analysis. Course topics include returns, risk, and prices; asset allocation; efficient markets; valuation and fundamentals-based investing; the capital asset pricing model (CAPM); quantitative equity investing; bond markets; evaluating money manager performance; futures and options; and investment errors and human psychology. Nicholas Barberis

**MGT 423a, Sourcing and Managing Funds** 2 units. This course considers groups within the firm tasked to raise money from different sources as well as manage different aspects of those funds within the organization. Many of these functions are concentrated within the office of the Chief Financial Officer (CFO), split between the Treasurer and the Controller. But many other functions are spread across the organization, principally in the hands of strategy groups and product managers. Topics include capital structure decisions; capital structure: equity funding; capital structure: debt funding; capital budgeting; cash flow analysis and techniques; capital budgeting: incorporating risk; taxes; the planning process; inputs for decision making; performance evaluation; transfer pricing; and corporate risk management. Geert Rouwenhorst, Jacob Thomas

## SPRING-TERM CORE COURSES

**MGT 413b, State and Society** 2 units. This course has five objectives. First, it aims to provide students with insight into the motives driving a diverse array of nonmarket constituencies. These constituencies include elected and unelected public officials, leaders of NGOs, interest-group advocates, and representatives of multinational organizations, as well as organized (and sometimes unorganized) movements that arise in a society. Second, the course examines underlying societal trends that can have a significant impact on the opportunities and risks faced by business management. Third, it provides insight into some of the systematic sources of variation across the nation-states that can impact managerial and investment decisions. Fourth, the course helps students read the institutional environment of the firm – legal and regulatory frameworks, media market structures, religious organizations, and many other factors. Finally, the course repeatedly asks students to reflect on the differences between what is legal and what is right, what is customary and what is legal, what is customary and what is right. Douglas Rae

**MGT 420b, Employee** 2 units. Leadership influence on employees is at least threefold: an impact on the employees who are brought into and retained in the organization; a strong role in shaping the context in which employees act (culture, rewards, etc.); and a personal relationship with those whom you manage, which can profoundly influence subordinates' values, beliefs, and behaviors. The purpose of this course is to enhance the student's capability as a manager and leader to take actions that align employees' actions with organizational goals and objectives. The course is organized into four parts. It begins by placing the manager's relationship with employees in the broader context of the organization's human resource strategy. Then it examines in closer detail some of the main levers that managers and organizations can use, paying attention to four factors: recruitment and selection; employee evaluation and development; extrinsic rewards, compensation systems, and job design; and the connection between the employee's identity and organizational objectives. The third portion of the course briefly considers the challenges of transforming employment relations. The course concludes by discussing how employment relationships are shaped by values and ethics – those of the manager, as well as those of the larger organization. James Baron

**MGT 421b, Innovator** 2 units. This class studies issues of idea generation, idea evaluation and development, creative projects, and fostering and sustaining innovation in organizations. Students are exposed both to the ways of thinking of innovators and to the promises and perils of interacting with and managing innovators. Students generate ideas in a number of contexts, and evaluate ideas that they and others have generated in terms of customer adoption (the market) and feasibility. They analyze innovation in a set of companies across sectors. Students also engage in a role-playing exercise to get a sense for how the innovator's perspective interacts with a managerial perspective rooted in the other Organizational Perspectives courses. Rodrigo Canales, Barry Nalebuff, Joel Podolny

**MGT 422b, Operations Engine** 2 units. The course broadens the traditional operations management course by including and emphasizing linkages to organizational behavior and workforce management, strategy, accounting, finance, and marketing. At its heart,

this course is about using quantitative models to provide managerial insights. The framework for this course is simple: First, we focus on how work is organized and how processes are improved. At the next higher level, we consider the relationship among work centers, suppliers, and customers: the design and improvement of the supply chain. Finally, operations analysis influences and is influenced by the organization's competitive strategy. While carrying out these activities, organizations need to continually improve manufacturing and service quality. These activities of process improvement, supply chain management, and quality management fundamentally involve issues of workforce management and organizational behavior and require understanding and applying capital budgeting and other accounting/finance tools, and coordination with the marketing function. Arthur Swersey

**MGT 430b, Integrated Leadership Perspective** 2 units. This course asks students to bring together skills learned throughout the core curriculum by working through a series of cases about organizations of different scales. All of the cases involve current situations, and much of the class material is "raw," consisting of financial filings, data sets, news reports, company material, and other primary source data. The course is organized in four parts. The first part focuses on organizations that are just beginning. Students examine how ideas are generated from existing holes in the market and how leaders think about positioning and developing their organizations to fill those holes. The second phase focuses on the leadership challenges associated with organizations in transition. Students examine how organizations handle the challenges of raising new capital, finding new partners, expanding geographically, and growing through acquisition. The third phase focuses on mature organizations and also gives students the opportunity to step back from the cases and think about the broader ways in which leadership styles and organizational challenges connect. The course concludes with high-level, modern management challenges bridging the public, private, and nonprofit sectors. Sharon Oster

## FALL-TERM ELECTIVE COURSES

The general prerequisite for all elective courses is completion of the core curriculum. M.B.A. students may enroll in elective courses while concurrently enrolled in appropriate core courses. Enrollment by other students in the University is permitted only with the instructor's permission and authorization by the School of Management registrar.

**MGT 525a, Competitive Strategy** 4 units. This course uses microeconomic concepts to analyze strategic decisions facing an organization. Although the primary emphasis is on strategy at the individual business level, and the primary source of analytical methods is economics, other application areas and other analytical perspectives are considered. The course provides the tools to balance the objectives, characteristics, and resources of the organization on the one hand, and the opportunities presented by the environment on the other. We also focus on understanding competitive interaction between firms, both in theory and in a variety of industry settings. The range of organizations studied includes nonprofits as well as for-profits. Class sessions are a mixture of case discussions and lectures. Written presentations of cases and participation are the classroom responsibilities of those taking the course. Assignments include case write-ups, analytical exercises, an exam, and a substantial project. Judith Chevalier, Fiona Scott Morton

**MGT 526a, Doing Business in the Developing World** 4 units. This course examines economic strategies for nonprofit and for-profit organizations and firms operating in the developing world. The first half of the course focuses on conducting business in environments with weak or deficient institutions, including such factors as corruption, political instability, lack of contract enforceability, and poor investor protection. The course primarily uses quantitative economic and game theoretic analysis to examine these issues, and we draw heavily on microeconomic analysis taught in the first year (or in undergraduate intermediate-level economics courses). The second half of the course explores the role of nonprofits, NGOs, and multilateral institutions in the process of development. We study credit market failures and the gap filled by micro-credit institutions. We learn some strategies to evaluate the desirability and success of development projects in social marketing, poverty reduction, and microfinance. We use the tools of economics to analyze contentious international policy issues such as natural resource exploitation, the free trade of goods including environmental goods (e.g., waste and pollution), intellectual property protection, and labor rights. A. Mushfiq Mobarak

**MGT 529a, Global Social Entrepreneurship** 4 units. This is a global business plan course in which students work with leaders of non-governmental organizations (NGOs) from India, including nonprofit organizations, social entrepreneurs, and for-profit entrepreneurs who have a strong social component to their mission. NGO representatives come to New Haven in September for a one-week program focused on the conceptual frameworks and tools relevant to the development of a business plan. While here, the NGO representatives present their particular problems to students and student teams are formed to support the development of a plan for each NGO. Between September and December each student group conducts research relevant to the context in which the nonprofit is operating and maintains contact with the NGOs through e-mail. In addition to lectures and discussions about business plans and social entrepreneurship in India, class sessions are devoted to presentations by students about the problem they are working on with their paired NGO. In January the student groups travel to India and work with NGO representatives to refine the business plan. The visit in India culminates in a mini “conference” at which faculty, alumni, sponsors, NGO representatives, and other interested parties hear the plans and offer feedback to both students and NGO representatives.

This is a hands-on workshop class in which students are expected to draw on all management disciplines in the development of their business plan. Interested students should submit a short statement as to why they would like to be a part of this class. Admission is limited to twenty SOM students. Students taking this course must agree to travel to India in January for a final meeting with their NGO and to participate in the final mini-conference. (There is no cost to students for this travel.) Interest in a career in nonprofit management is not a prerequisite. Every effort is made to construct a class with varied interests. Enrollment is by permission of instructor only. Stanley Garstka

**MGT 532a, Leadership and Values** 2 units. This class mixes behavioral economics, philosophy, and social psychology to peer into the (un)ethical brain. We take a hard, often irreverent look at the questions that keep leaders up at night, and we are critical of convenient answers. For example, we examine supposed moral constraints on profit-seeking, taking seriously the position that no such constraints are legitimate. Students also become intimate with cheater psychology and learn how to persuade others to act more honestly

(or dishonestly). Throughout, students gain a sophisticated sense of how to promote their values (whatever they are) in their own life and through others. Daylian Cain

**MGT 541a, Corporate Finance** 4 units. This course focuses on financial management from the perspective of inside the corporation or operating entity. It builds on the concepts from the core finance courses, using lectures to develop the theory, and cases and problem sets to provide applications. Topics include capital budgeting, valuation of companies, the cost of capital, initial public offerings, privatization, mergers and takeovers, dividend policy, optimal capital structure, leveraged buyouts, and applications of option pricing to corporate finance. James Choi

**MGT 542a, International Finance** 4 units. The course covers major topics in global finance, including the working of international capital markets (expanding on Investor) and international corporate finance (expanding on Sourcing and Managing Funds in an international context).

The first module of the course covers the workings of currency markets. We discuss how currencies are traded and how the relationship between the pricing of foreign exchange for spot and future delivery is influenced by interest rate differentials across currencies (interest rate parity). As part of this module we cover the working of the euro-currency markets and international interbank money markets. In a case study we compare the effectiveness of money market hedges and forward currency hedges in the context of the bidding process for international projects (forward markets are a primary market that companies use to hedge currency risk). The remainder of the module focuses on exchange rate determination, and the appropriate definition of exchange rate risk. What are the factors influencing exchange rates between countries in the short and long run? In particular we concentrate on the role of inflation and interest rate differentials and examine to what extent these are useful for making exchange rate forecasts that can be used in later modules of the course that focus on valuation. The case study in this module shows how an apparent “anomaly” in the foreign currency markets was used by Deutsche Bank to build an innovative investment product. Kevin Rich, who designed this particular ETF, is scheduled to run the class discussion.

The remainder of the first half of the course covers the major international financial markets: international bonds and swaps markets, commodity markets, and global equity markets. For each of these markets, we discuss the workings of the markets, and how corporations and investors can use these markets to their advantage when sourcing funding or managing risk. For each market we do a case study to illustrate important aspects of these markets: the RJR and Disney cases show how swaps can be used to obtain local currency financing after raising money abroad; the CTC case studies the IPO process of issuing equity in foreign capital markets; and the GSCI commodities case illustrates how companies can raise lower cost capital by linking their securities to commodity prices. Bob Greer, executive VP at PIMCO, has agreed to teach a class on investable commodity indices and recent developments in commodity markets.

The second part of the course covers mostly topics in international corporate finance, in particular the definition, measurement, and hedging of global risks, and the process of investment selection and financing in an international context. This module brings together various lessons from the first half of the course, such as exchange rate risk and forecasting for corporate decision making. The cases in this module include a financial

simulation of exchange rate risk of a large exporting company and a discussion of the limitations of financial risk management, the valuation of a company when there are constraints on international capital flows, and a project finance case on a joint venture in the setting of major political risks. Geert Rouwenhorst

**MGT 543a, Financial Instruments and Contracts** 4 units. This course is designed to provide an understanding of why various financial instruments and contracts are used and an introduction to their valuation. The first part of the course develops the tools of contingent claims analysis. Contingent claims are assets or securities whose prices depend on the values of other assets or numerical indices. Obvious examples of contingent claims include put and call options, warrants, futures contracts, and convertible bonds. In addition, virtually every financial asset or contract, traded or not, is a contingent claim. The value of a firm's debt and equity depends on the value of the firm's assets. A standard mutual fund management fee contract depends on the value of the managed assets. The marketing service of investment bankers depends on the value of the assets they are trying to sell. Even the taxes that the government collects from investors can be viewed as contingent claims. The second part of the course uses the developed tools and understanding to cover as wide a variety of contingent claims as possible. We consider existing contracts and potential new contracts. In addition to learning how to value these instruments, we discuss the use of and the design of contracts. Hongjun Yan

**MGT 555a, Pricing Strategy** 4 units. The course examines the pricing strategies used by profit, nonprofit, and public organizations. Topics include pricing as a means of market segmentation, quantity discounts, product line pricing, product bundling, pricing over the experience curve and the product life cycle, pricing of durables, pricing in an oligopoly, legal aspects of pricing, and pricing in the public sector. Teaching methods include cases, lectures, and guest speakers. Course requirements: several cases drawn from a wide variety of products and services, and a group term project. Subrata Sen

**MGT 556a, Quantitative Marketing Strategy** 4 units. Oliver Rutz

**MGT 559a, Marketing Strategy** 4 units. This course offers students the opportunity to develop skills and acquire experience in dealing with strategic marketing problems. The course presents an integrative, dynamic view of competitive brand strategy. It focuses on understanding, developing, and evaluating brand marketing strategies over the product life cycle. The course is suitable for students pursuing careers in marketing, strategy consulting, as well as those looking to round off their skill set for investment banking and operations. Topics include marketing strategies for pioneering brands, strategies for late entrants, growth strategies, strategies for mature and declining markets, and defensive marketing strategies. Case studies highlight marketing strategy exercises in consumer packaged goods, high tech, pharmaceuticals, and luxury goods. Material is presented using a mix of cases, lectures, guest speakers, and a computer simulation game called MARKSTRAT. Prerequisite: Customer and Competitor Perspectives or, for non-SOM students, permission of instructor. Ravi Dhar

**MGT 565a/ECON 527a/LAW 20083, Behavioral and Institutional Economics** 4 units. Behavioral economics incorporates insights from other social sciences, such as psychology and sociology, into economic models, and attempts to explain anomalies that defy standard economic analysis. Institutional economics is the study of the evolution of eco-

conomic organizations, laws, contracts, and customs as part of the historical and continuing process of economic development. Behavioral economics and institutional economics are naturally treated together, since so much of the logic and design of economic institutions has to do with complexities of human behavior. Topics include economic fluctuations and speculation, herd behavior, attitudes toward risk, money illusion, involuntary unemployment, saving, investment, poverty, identity, religion, trust, risk management, and social welfare institutions. Course requirements: midterm exam, short term paper on one of the topics on the reading list, take-home final exam of short essay form. Robert Shiller

**MGT 573a, Business Process Reengineering** 4 units. Successful firms today have organized their business around processes that cut across functional boundaries and are focused on creating value for their customers. Knowing how to analyze and redesign existing processes, design new processes, make a case for change, implement change in an organization, and use IT/IS to make it all happen are key skills for managers, consultants, and entrepreneurs. In this course we address all these issues and more using case studies of process design and redesign efforts in many industries, a variety of process analysis tools, and learning about innovation enhancing and change enabling technologies. Edieal Pinker

**MGT 595a, Management Clinic** 4 units. This course is the start of a new initiative at the School of Management. In the course we work to become involved (in a positive way) with the problems faced by specific businesses and nonprofits. Our goal is to develop practical solutions that make a difference to the organizations involved, and to share the ideas, problems, and frustrations associated with this effort. In essence, the class tests the limits of classroom theory as it applies to real-world problems. The course involves hands-on consulting to small and medium-sized organizations (both businesses and nonprofits). Each team of four students works throughout the semester with a client organization on a specific problem. The goal of each team is to develop solutions to the client's problems that can be implemented, using the resources presently available to the client. Bruce Judson

**MGT 612a, Program Evaluation** 4 units. This course introduces students to the concepts and tools used to evaluate programs and policies. The course focuses on issues that arise when evaluating programs, using programs offered by nonprofit and governmental organizations as case studies. In teams, students work with a local community agency throughout the semester in designing a program logic model and a detailed evaluation plan for one of the agency's programs. Beth DaPonte

**MGT 618a, Entrepreneurial Business Planning** 4 units. Entrepreneurship is all about starting and running one's own business. In order to focus thinking and to help assemble the needed people and financial resources, many entrepreneurs write a business plan for their new venture. One of the best ways to learn how to write a business plan is to learn by doing—a real plan for a real new venture. The work is hands-on, learn-by-doing in nature. Entrepreneurs should be flexible thinkers and highly motivated, with a large capacity for work. They must be persistent and able to thrive in an unstructured environment. Entrepreneurs should be confident self-starters with the ability to take the initiative, overcome obstacles, make things happen, and get things done. This course is for three teams of five students each, who want to write a business plan for their own

real new start-up company. Students enter their plans in the Y50K Business Plan Contest sponsored by the Yale Entrepreneurial Society. The scope of the work includes doing in-depth market, product, and competitor research; creating a strategy for a sustainable business; and writing and presenting a professional-quality plan (including a financial model and deal structure). Enrollment limited to fifteen, by permission of the instructor. David Cromwell, Maureen Burke

**MGT 635a, Venture Capital and Private Equity Investments** 4 units. Investing in venture capital and in the equity of private companies is an apprenticeship business. Venture investors need analytic and quantitative skills, as well as broad knowledge of a range of business and financial disciplines. Successful investors need practice and a variety of experience, as well as good judgment and people skills. Course topics include start-ups and expansion-stage venture capital, leveraged buyouts, and turnaround situations. Disciplines include business research (library skills), business and financial analysis, financial projections and equity valuation, verbal and written presentations, teamwork, and negotiating techniques. The course includes both lectures and in-depth case studies, with a strong emphasis on learning by doing. Teamwork is actively encouraged to frame and solve problems, and to handle heavy workloads. Execution of case studies requires teams of students to do research on industries, segments, and niches, to evaluate business plans, and to make financial projections and value equity instruments. Teams make written and verbal presentations. Entrepreneur and investor teams negotiate and structure “deals” in a role-playing mode. Enrollment limited to thirty-six second-year SOM students. Heavy workload. Note: One section of this course runs from fall-2 to spring-1. This is a 4-unit course, but for bidding purposes it is listed as 2 units. Students receive 2 units in the fall and 2 units in the spring. They do not need to re-bid for the second part of the class in the spring; they are automatically added. David Cromwell

**MGT 644a, Structured Finance** 4 units. There is no universal definition for structured finance. It is apparent from the way structured finance teams are organized in banks that the term covers a wide range of financial market activity. The definition for structured finance we adopt for this course is techniques employed whenever the requirements of the originator or owner of an asset, whether concerned with funding, liquidity, risk transfer, or other need, cannot be met by an existing, off-the-shelf product or instrument. Hence, to meet this requirement, existing products and techniques must be engineered into a tailor-made product or process. Thus, structured finance is a flexible financial engineering tool. In this course we discuss the following forms of structured finance: asset securitization, collateralized debt obligations, securitized and synthetic funding structures, structured notes, credit linked notes, leasing, and project financing. Many structured finance vehicles employ derivatives, and therefore these instruments are explained at the outset on the course, with emphasis placed on interest rate swaps and caps and credit derivatives. Case studies are presented. Enrollment limited to second-year students. There are visits to NYC on several Fridays; dates TBA. Frank Fabozzi

**MGT 647a, Hedge Funds** 4 units. Three ingredients are essential to the success of hedge funds: trading strategies; capital; and infrastructure and good internal controls. While the first two seem obvious, the third is equally important. For example, one can develop a strategy that generates much profit when traded on paper, but unless the fund has a



good relationship with a prime broker, if the strategy involves hard-to-locate short sales to hedge long positions, the fund will not be able to execute the hedged positions. This course covers critical managerial aspects and characteristics of hedge funds and the hedge fund industry. In particular, we discuss the definition of a hedge fund and the common attributes; legal structures and tax issues; valuations of hedge fund management companies and financial instruments held by hedge funds, risk management; regulations; funds of funds; and lessons from Amaranth. We intend to describe operations, control, administration, due diligence, and valuation issues. Furthermore, while this is explicitly not a course on hedge fund trading techniques, we introduce fifty basic and esoteric hedge fund strategies from a general perspective so that students better understand the concept of absolute-return strategies. The course is designed to be a multidisciplinary one that focuses on practical aspects of hedge fund management. The format involves modified case-method-style discussions. Rather than teach rules, we look at stories and focus on the lessons we can take away. Is there one unique solution or are there multiple alternatives? We employ role playing, develop collaborative skills, and use polling questions. We trade a lecture/Q&A class for ideas generated by students. During two meetings at the end of the semester, we may get to meet industry participants, hedge fund managers, those who invest in hedge funds, those who advise them and provide services to them, and those who regulate them. (During the fall 2007 semester, thirteen such guests visited.) Groups of students prepare to launch mock hedge funds and give presentations and prepare due diligence questionnaires about them; no midterm, final exams, or mandatory class participation, but four 1- to 2-page papers. Leon Metzger

**MGT 684a/F&ES 90021a, Management and the Environment: Issues and Topics** 4 units. Environmental issues have long challenged managers to look beyond the corporate bottom line. Rules, regulations, litigation, and other indicators that the environment must be responsibly managed have become more prevalent in the last generation, and there is no hint that they will become any less so in the future. Indeed, the familiar issues related to safety, health, and environmental compliance are now expanding to include shareholder and customer demands for greater environmental presence and responsibility in complex topics such as global climate change, energy supply and use, sustainability, and a long list of more specific matters that corporations have seldom confronted directly, if at all.

The situation is not necessarily all bleak. Many envision marvelous opportunities emerging from the burgeoning environmental sensibility. Reduced emissions from industrial processes can improve competitiveness as best available technologies are brought into play. A search for alternative energy supplies to lessen our dependence on a finite stock of oil and gas around the world creates numerous investment opportunities in an array of promising alternative energy sources, such as wind and solar power. The search also redirects global scientific and investment attention to existing but problematic sources, such as nuclear and coal.

The course provides a basic introduction to both problems and opportunities that face managers today and well into the future. Issues included in the course are some essentials of environmental science—including a discussion of the ecological and public health viewpoints and their contrasts with the economic one; environmental politics—with illustrations of special-interest influences, public perceptions, successful bargaining,

negotiating, and conflict resolution; and several emerging environmental management approaches and movements—including “green boards” and accounting, industrial ecology, and other techniques designed to improve sustainability. Several more comprehensive approaches such as those seeking a “triple bottom line,” “the natural step,” or a life “beyond gray pinstripes” are also described. The long forecasting horizons associated with many environmental issues, measured in decades, centuries, and sometimes longer, require different methods and procedures than those usually encountered in management curricula. An introduction to scenarios, long-range planning, and modeling tools and techniques is provided.

Broad topics are identified to provide a realistic grounding and to illustrate many complex environmental details. Global warming/climate change and energy represent two of these. In addition a third, sharply focused, segment considers a practical case in some detail. Ecotourism is featured this year. Each topic ranges over a two-week period and includes background readings, case materials, and also guest specialists and practitioners. Garry Brewer

**MGT 695a/LAW 20051, Nonprofit Organizations Clinic** 2 units. This clinical workshop serves the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and solving ongoing legal problems—organizations that cannot afford to retain private counsel. The class meets as a group five or six times during the term. John Simon

**MGT 697a/EP&E 371a/INRL 680a/INTS 330a/PLSC 270a, Capitalism and Its Critics** 4 units. Capitalism is perhaps the signature creation of the modern era. This course analyses capitalism’s role in generating wealth and inequality, disrupting the natural environment, creating rapid social change, and promoting new technologies. The potential role of capitalism in alleviating world poverty is a major focus, as is the failure of state socialism. We cover major capitalist institutions, important variations over time and place, critical arguments pertaining to legitimacy and practices of governance. Ideas drawn from politics, economics, literature, business management, and popular culture. Douglas Rae

**MGT 806a, Recent Developments in the Financial Markets: Public and Corporate Finance** 2 units. This course focuses on how financial markets work: who the players are, their roles in accomplishing necessary tasks, their incentives and conflicts of interest, the legal and regulatory environment in which they work, and so on. One specific area of focus is auction rate securities, the markets for which went from active to virtually nonexistent, causing disruption in many organizations’ liquidity planning. The emphasis of the course is on practice, not theory. Therefore, a basic theoretical grounding in discounted cash flow and present value techniques, the understanding and analysis of risk, is presumed, and not presented. Rick Antle, Joseph Fichera

**MGT 808a, Management Decision Making with Spreadsheets** 2 units. Operations research, also known as management science, is a discipline devoted to applying scientific methods to decision making. Operations researchers utilize statistical and mathematical modeling techniques in concert with empirical observation and experimentation to arrive at solutions to management problems in government and industry. This course introduces students to operations research through a combination of lectures and com-

puter models using Excel. Model formulation and use of the computer are emphasized in applications to a broad spectrum of management problems. Mathematical details are kept to a minimum. Donald Lee

**MGT 810a, Behavioral Economics and Strategy** 2 units. Behavioral economics looks to neighboring sciences such as psychology, biology, and neuroscience for insights into how human behavior systematically deviates from rationality. Carrying these insights one step further, behavioral economists seek to understand both the ways these biases respond to incentives, and how they affect aggregate behavior in games, organizations, and markets. This course begins with a survey of the behavioral-economic view of psychology, which can roughly be characterized by three “bounds” on human behavior: bounded willpower, bounded foresight, and bounded selfishness. Here, we emphasize in equal parts the experimental lab evidence collected by psychologists and economic studies of biases as manifest in real-world behavior. Then we conclude by attempting to apply behavioral insights to strategy and industrial organization. That is, we look at what new insights behavioral economics brings to the study of both the firm’s internal structure, and the firm’s relationship with consumers, financial markets, and other firms. Keith Chen

**MGT 815a, Managerial Controls** 2 units. This course emphasizes the use of financial information for internal planning and control and performance evaluation. The first part of the course covers alternative costing methods and illustrates how the resulting cost information can be used to guide strategic decisions such as product-mix decisions and to analyze the profitability of individual products and customers. The second part of the course focuses on the role of internal accounting systems in evaluating managerial performance and in coordinating the activities among departments and divisions within a firm. Merle Ederhof

**MGT 820a, Energy Markets Strategy** 2 units. In the past thirty years, energy markets have changed from quiet, often heavily regulated areas of the business landscape to some of most dynamic markets in the world economy. Regulation of oil, natural gas, motor fuel, and electricity markets has been reduced dramatically in the U.S. and in many other countries. Drawing on the tools of economics, we study the business and public policy issues that these changes have raised. Topics include the political economy of deregulation, competition in wholesale electricity markets, market power and antitrust, and the transportation of energy commodities. We examine the economic determinants of industry structure and evolution of competition among firms in these industries, investigate successful and unsuccessful strategies for entering new markets and competing in existing markets, and analyze the rationale for and effects of public policies in energy markets. Erin Mansur

**MGT 823a, Developing Winning Strategies** 2 units. Through vivid case experiences that are similar to those faced by executives in a range of different organizations, this course helps prepare students to address business strategy issues after graduation—whether they are analyzing issues for senior executives at large institutions, working on a new assignment for a consulting firm, or making their own decisions as entrepreneurs. These cases are all based on real consulting assignments for real companies, largely drawn from the professor’s personal experience over twenty-three years at McKinsey & Company. The cases allow students to practice what they may be doing in the real world the following

year. The course also exposes students to highly relevant academic and consultant writing on these subjects—concepts that they apply to the case situations. Class discussion and debate are emphasized. There is a make-up class; date and time TBA. William Barnett

**MGT 824a, Topics of Competitive Strategy** 2 units. This course is the second half of the Competitive Strategy sequence. The course analyzes the determinants of firm performance, sustainability, and profitability. Topics include strategic interactions, models of competition and cooperation, pricing, networks, innovation, entry and expansion decisions. This course is primarily case-based. It includes a final project with student presentations. MGT 824 must be taken after or concurrently with MGT 822. Judith Chevalier

**MGT 826a, Negotiating Strategy** 2 units. Negotiations are everywhere we deal with others. In settings as diverse as brokering a joint venture, buying a house or car, or choosing what movie to see, compromise and mutual agreement are often a must. The goal of this course is to improve students' skills as negotiators by learning a conceptual framework for analyzing and shaping negotiation processes and outcomes. Toward this end, this course brings to bear tools from game theory, behavioral economics, and social psychology. Lectures and course work build on a foundation of formal analysis with equal parts negotiations exercises, psychology readings, and demonstrations. Students leave with an understanding of two complementary sets of topics. First are formal tools and strategies, including understanding goals and incentives, structuring competition and alliances, and the making and breaking of coalitions. Equally important are key behavioral and psychological phenomena such as perceptual anchoring, motivated overconfidence, and personal and cultural perceptions of fairness. Keith Chen

**MGT 860a, Managing in Times of Rapid Change** 2 units. Gradually, and in great long waves which moved down as well as up, the rate of turnover in the S&P (which has become, of course, the S&P 500) has increased to its present level of about 5%, or five times the number eighty years ago. Corporate leadership once lasting decades now comes and goes in much less time. Imperceptibly slowly, continuity has given way to change and capital intensity has been replaced by knowledge intensity. Investors are now increasingly active, seeking a shared role with management in allocating free cash flow. Management, seeking to maintain the long-term health of the enterprise, often disagrees. The game has changed forever. Managerial theories based on the assumption of continuity, rather than the assumption of change, have become increasingly strained. This course, through lectures, case studies, and analytical exercises, explores the changes that have taken place over the past eighty years and what they mean for managers over the next decade. The course consists of three modules.

The first module (covered in the first three classes) examines the economics of long-term investor returns and the lessons those economics hold for managers as well as investors. We explore the reasons that corporations find it as difficult to outperform the S&P as do asset managers, including the notion of investor error. Some use of statistical analysis is required to understand when performance variations are meaningful. In this context, the sources of long-term investor risk are examined and contrasted with more conventional notions frequently used in financial markets. Further, the economics of disruptive change is studied with a focus on unraveling the importance of speed, margins, balance sheet strength to the success of competitive attack and counterattack.

The second module (discussed in the fourth and fifth classes) examines the Scylla and Charybdis of successful management—creativity and control. The opposing demands of permissiveness and discipline required by creativity and control are the nexus of the battle between continuity and change, between risk and return. “Creativity,” the propensity to create, was first listed in Webster in the later part of the nineteenth century, and as such is a reasonably modern concept. “Control” is an ancient word. The history and present applications of these concepts are discussed as they are applied in both large and small companies.

The third module (covered in the last two classes) examines models of managerial response to the increasing pace of change. Examples from different countries, where the pace, scale, and nature of change differ, are examined as are examples from different industry sectors. In particular, the role of the executive committee, the CEO, and the board in setting and controlling the pace and scale of change in the corporation is explored in depth. Finally, the applicability of a new model of corporate management, one based on the Schumpeterian paradigm of “create-operate-trade” rather than operational excellence alone, is presented and examined as a basis for managing contemporary enterprises, which can expect an even faster pace of change in the future. Richard Foster

**MGT 863a, Maximizing Corporate Performance** 2 units. This course offers an integrated framework for managing corporate performance, with a focus on how financial, strategic, and organizational decisions can be aligned around the common objective of maximizing the company’s intrinsic value. Students are expected to take the perspective of a corporate CEO with the explicit goal of leading the company to achieve strategic and financial performance that is consistently superior to that of competitors. Specific topics to be addressed include measuring economic profitability and intrinsic value, setting appropriate performance objectives, understanding how strategic position drives the intrinsic value of a business, formulating high value line of business and corporate strategies, and creating organization structures and processes aligned with the optimal allocation of the company’s human and financial capital. In addition to the core reading, lecture, and case material, three or four senior executives participate as guest speakers. Peter Kontes

**MGT 868a, Transforming Events** 2 units. During the last century and especially during the last twenty-five years, a series of events has given birth to new financial instruments and institutions whose creation and influence have radically altered the development of capital markets and political outcomes. This course explores select developments from three perspectives: (1) what occurred; (2) what financial instrument or institution was developed or played a central role; (3) what were the enduring cultural, business or political results of the event, influencing practitioners today. The goal is to equip managers to respond earlier and more effectively to such seminal events in the future.

Lectures have two or three components, each 45–75 minutes in length: (1) presentation by students on the event itself (all lectures); (2) academic lecture on the instrument or institution (some lectures); (3) guest practitioner presentation related to the influence of the event and issues pertaining to the contemporary practice of the financial instrument of institution (most lectures). Guests are typically leading practitioners.

Guest practitioners are typically be senior managers at institutions including Geosphere Capital (an energy hedge fund), UBS (head of M&A), Blackstone, SAC, Alliance

Capital, and Citicorp. Each student is assigned one major reading assignment (or film to watch) and a series of brief reading assignments. The major reading assignment forms the foundation for student contributions to the oral presentation and group essay. The brief reading assignments include cases and articles required for students to make a contribution to class discussion. Every student taking the course is assigned to a specific lecture, and has three responsibilities: (1) do the assigned reading and participate in class discussions; (2) make a 15-minute oral presentation during the first 45–75 minutes of their assigned class and create a credible, accompanying “slide-deck”; (3) take an oral exam. Mark Manson

**MGT 869a, Banking and the Public Interest** 2 units. This course explores the complex relationship between financial services and the public interest, and the wide variety of financial institutions required to support a modern economy. Economic growth and prosperity depend on the development of strong, efficient, innovative, and honest financial institutions that collect capital from savers and redistribute it to investors who put it to productive use building businesses and creating jobs. Commercial banks have long played a central role in economic growth, and we study their function and evolution over time. In addition, we examine the important roles played by investment banks, security and venture capital companies, savings institutions, credit unions, Fannie Mae/Freddie Mac, insurance companies, and others. Because of the pivotal role banks play in the prosperity of a nation, governments have traditionally chosen to regulate their activities to protect the public interest. This course reviews the major regulatory systems in the U.S., including the Federal Reserve, the Office of the Comptroller of the Currency, the Office of Thrift Supervision, the FDIC, the SEC, the Federal Home Loan Bank System, the state insurance regulatory system, and many others. Government supervision and oversight have important roles to play in a modern financial system. At the same time, excessive or inappropriate regulation interferes with the optimum allocation of capital and the functioning of the payments systems. Obviously the key is to strike the right balance between effectively functioning private markets and the public interest broadly defined. This course examines both sides of this persistent and important issue. Donald Ogilvie

**MGT 878a, Decision Analysis** 2 units. When faced with a complex, uncertain problem, how does one make a good decision? As a normative science, decision analysis provides a logical framework for structuring and evaluating a decision scenario, with the goal of obtaining clarity of action. This framework involves formulating creative alternatives, characterizing uncertain events, and incorporating the decision maker’s values and preferences. This course introduces a set of coherent tools used for framing problems and performing logical analyses, and provides a foundation for decision-analytic modeling in Excel. We discuss structuring problems with decision trees and influence diagrams, assessing the value of information, performing sensitivity analysis, and incorporating risk preferences. Course requirements include background reading, homework assignments, and case studies. Elisa Long

**MGT 887a, Negotiation** 2 units. The purpose of this half-semester course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. The course complements the technical and diagnostic skills learned in other courses at the Yale School of Management. A basic premise of the course is that while a manager needs

analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed in order for these solutions to be accepted and implemented. The course is largely experiential; students develop their technique and analyze their own behavior through weekly negotiation exercises relevant to business situations they will encounter as professionals. Students integrate their experiences with the principles presented in the assigned readings and class discussions. We cover topics of competition, cooperation, strategic choice, communication, power, coalitions, creativity, leadership, ethics, and cultural differences. Because of the experiential nature of this course, students are required to attend all sessions. Students are required to attend the first class in order to remain enrolled. This course may not be taken in addition to MGT 536b. Erica Dawson

**MGT 897a, Real Property** 2 units. This course is for any student serious about a career in managing, developing, or investing in real estate. Educational objectives: How to analyze a real estate project. How to assess the risks. How to be a better deal maker. How to manage a project. How to be a leader in the industry. How to think about financial innovation. William Goetzmann

**MGT 899a, Real Estate Finance for Institutional Investors** 2 units. This course concentrates on the five major types of institutional property investment: office, industrial, retail, hotel, and multifamily and large-sized properties (>\$50M). Each session deals with the unique financial characteristics of a particular property type, via case study, modeling of cash flows, and income and expense analysis. The special market characteristics of each property type, buying, selling, and current market conditions, are also discussed. Because real estate can also be analyzed from the viewpoint of public and private markets and debt and equity markets, each session also includes a discussion of a financing or equity vehicle and its relevance to a particular property type. In addition to case studies that require problem solving, students are expected to be able to (a) model and value different property types, (b) read and abstract leases and partnership agreements, and (c) understand, quantify, and articulate the differing perspectives of investor/buyer, developer/seller, and lender/syndicator. As appropriate, guest speakers are introduced for the final forty-five minutes of at least half the sessions. A final team project requires working in groups of three to five students on the same portfolio of diverse real estate assets, with recommendations to be made to an investor group at the final class. Kevin Gray

**MGT 946a, Venture Capital and the Finance of Innovation** 4 units. The course covers the finance of technological innovation, with an emphasis on the quantitative methods useful for venture capital investing. The primary audience for this course is anyone who wants to get a deeper understanding of basic financial tools and concepts. The secondary audience is students interested in careers in venture capital or in R&D-intensive companies in health care or information technology. Andrew Metrick

**MGT 947a, Capital Markets** 4 units. Capital Markets is a course covering a range of topics, including the design, pricing, and trading of corporate bonds, structured notes, hybrid securities, credit derivatives, and structured products, such as asset-backed securities and collateralized debt obligations. This course aims to provide a set of tools, concepts, and ideas that will serve students over the course of a career. Basic tools such as fixed-income mathematics, swaps, and options are studied and used to address security

design, trading, and pricing questions. Topics are approached from different angles: conceptual and technical theory, cases, documents (e.g., bond prospectuses, consent solicitations), and current events. Students should have taken introductory finance and have some knowledge of basic statistics (e.g., regression analysis, conditional probability), basic mathematics (e.g., algebra, matrix algebra); working knowledge of a spreadsheet package is helpful. Gary Gorton

**MGT 948a, Security Analysis** 4 units. This course is designed to help students develop skills in conducting in-depth industry and company analyses, writing reports, and presenting and defending results. Each team of two students analyzes and reports on two industries and two companies in each industry. Most of the class time is spent on presenting and discussing the reports. There are a few invited speakers. Grades depend on the reports and insightful contributions to class discussion. Reports of exceptional quality are posted to the Internet for public downloading and comment with the authors' names on them. Matt Spiegel, Shyam Sunder

**MGT 949a, Private Equity Investing** 4 units. This case-driven course focuses on principal issues and types of investments typically found in substantial private equity portfolios: cash flow analysis, sources of private equity capital, private equity analytical framework, borrowing and bankruptcy, employee incentives, ownership issues, leveraged buyouts, build-ups, growth capital, venture capital financing, and investing in new categories. Classes are based largely on primary source materials and active student participation. Past students have found the class to be demanding and unusually practical. Students benefit from strong foundations in corporate finance, accounting, and strategic business analysis. Michael Schmertzler

## SPRING-TERM ELECTIVE COURSES

The general prerequisite for all elective courses is completion of the core curriculum. M.B.A. students may enroll in elective courses while concurrently enrolled in appropriate core courses. Enrollment by other students in the University is permitted only with the instructor's permission and authorization by the School of Management registrar.

**MGT 521b, Macroeconomics** 4 units. The goal of this course is to develop a framework for understanding the current state of the economy and for interpreting macroeconomic events around the world as they occur. In addition, students learn the tools necessary to evaluate the opinions and forecasts of other analysts. The course begins by defining the major macroeconomic variables and the basic national accounting identities. From there we look one by one at the behavior of all the players in the economy: households, firms, and the government. Next we explore how these players interact in different markets and then how the markets themselves are linked. This yields a closed and logically consistent system to examine the effects of various shocks, which in turn helps us understand the dynamics of short-term macroeconomic movements, or business cycles. Throughout the course we try to match the models with historical and current evidence to gauge where they succeed and where they fail. Examples of macroeconomic topics covered in previous years include (1) the causes and consequences of the low U.S. savings rate; (2) implications of the "new" economy for the "old" economy; (3) the perceived productivity slowdown in the U.S. in the 1980s and the big increase in productivity in the late 1990s;



(4) the importance and meaning of U.S. trade deficits; (5) the East Asian “miracle”; and (6) the East Asian currency crisis. Peter Schott

**MGT 523b, International Economics** 4 units. This course explores topics in international economics relevant for managers. The first third of the course provides a theoretical framework for thinking about the costs and benefits that international trade confers on countries, firms, and workers, and for understanding what is meant by various invocations of the term “globalization.” The remainder of the course focuses on evaluating specific strategies pursued by companies, governments, and labor unions in pursuit of profit, national welfare, and workers’ well-being. Topics addressed include trade liberalization; monetary and customs union; tax harmonization; foreign exchange rate risk; currency hedging; international alliances; outsourcing; and international entrepreneurship. Stephen Redding

**MGT 524b, E-Commerce Strategy** 2 units. This course applies microeconomic concepts to creating an effective strategy in information-intensive industries, including e-commerce. The focus is on a set of tools and frameworks for developing firm strategy in markets for content and content delivery. These tools are useful for deciding which technologies to invest in and shaping firm strategy to effectively respond to the behavior of competitors, customers, suppliers, and complementors in these industries. The emphasis is on applying these tools to practical business situations through case studies. Both emerging and established technologies are considered. Brian Viard

**MGT 525b, Competitive Strategy** 4 units. This course uses microeconomic concepts to analyze strategic decisions facing an organization. Although the primary emphasis is on strategy at the individual business level, and the primary source of analytical methods is economics, other application areas and other analytical perspectives are considered. The course provides the tools to balance the objectives, characteristics, and resources of the organization on the one hand, and the opportunities presented by the environment on the other. We also focus on understanding competitive interaction between firms, both in theory and in a variety of industry settings. The range of organizations studied includes nonprofits as well as for-profits. Class sessions are a mixture of case discussions and lectures. Written presentations of cases and participation are the classroom responsibilities of those taking the course. Assignments include case write-ups, analytical exercises, an exam, and a substantial project. Vivek Chaudhri

**MGT 527b, Strategic Management of Nonprofit Organizations** 4 units. The purpose of this course is to study, discuss, and debate many issues of concern to managers of nonprofit organizations. Broadly speaking, these issues involve mission definition, competing internal and external demands, resource scarcity and uncertainty, governance systems, and managing strategic change. While the principal thrust of the course is on nonprofit organizations, there are opportunities to examine areas where public, for-profit, and nonprofit organizations interact. This is primarily, although not exclusively, a case-based course. Sharon Oster

**MGT 532b, Leadership and Values** 2 units. This class mixes behavioral economics, philosophy, and social psychology to peer into the (un)ethical brain. We take a hard, often irreverent look at the questions that keep leaders up at night, and we are critical of convenient answers. For example, we examine supposed moral constraints on profit-seeking,

taking seriously the position that no such constraints are legitimate. Students also become intimate with cheater psychology and learn how to persuade others to act more honestly (or dishonestly). Throughout, students gain a sophisticated sense of how to promote their values (whatever they are) in their own lives and through others. Daylian Cain

**MGT 534b, Diversity** 4 units. Victoria Brescoll

**MGT 536b, Judgment and Negotiation** 4 units. Negotiation has been described aptly as both a science and an art. This class applies concepts from economics and psychology – the science – to develop powerful negotiators who implement optimal solutions – the art. The heart of this course is a set of weekly negotiation exercises. Through guided debriefs supplemented by readings and case study, students learn to evaluate the interests of key stakeholders, identify sources of power, leverage their personal strengths, and anticipate the long-term consequences of short-term decisions. They understand how people assess and value options, the judgments they are likely to make about those options, and the means by which they influence – and are influenced by – others. We cover all the topics of MGT 887 as well as advanced material: power and persuasion, multiparty and iterative negotiation, situational and psychological barriers to agreement, and cross-cultural negotiation. Please note that because of its experiential nature, attendance at all classes, including the first, is required. This class may not be taken in addition to MGT 887. Erica Dawson

**MGT 541b, Corporate Finance** 4 units. This course focuses on financial management from the perspective of inside the corporation or operating entity. It builds on the concepts from the core finance courses, using lectures to develop the theory, and cases and problem sets to provide applications. Topics include capital budgeting, valuation of companies, the cost of capital, initial public offerings, privatization, mergers and takeovers, dividend policy, optimal capital structure, leveraged buyouts, and applications of option pricing to corporate finance. Heather Tookes

**MGT 544b, Investment Management** 4 units. This course provides a broad overview of investment management, focusing on the application of finance theory to the issues faced by portfolio managers and investors in general. Topics include the general tools of portfolio optimization and performance evaluation as well as the subject areas of asset allocation, equity investing in both efficient and inefficient markets, fixed income, alternative investments, international markets, and derivatives. The course includes lectures, guest speakers, cases, problem sets, and a final exam. Antti Petajisto

**MGT 545b, Financial Engineering** 4 units. This course is a continuation of MGT 543, Financial Instruments and Contracts. It develops the advanced tools needed to understand and value the increasingly complex financial instruments and contracts that are being used by corporations and other organizations. Specific topics to be covered include contracts with two or more basis assets, interest rate contracts, perpetual contracts, and numerical approximation methods for valuing. This course uses calculus. The course requirements are mini-cases and a final exam. Prerequisite: Financial Instruments and Contracts or permission of the instructor. Jonathan Ingersoll

**MGT 547b, Fixed-Income Security Analysis** 4 units. This course is designed to provide a comprehensive and rigorous analysis of fixed-income securities such as bonds, forward

contracts, swaps, mortgage-backed securities, and interest rate derivatives. It presents the conceptual framework used for the pricing and hedging of these fixed-income securities in an intuitive and mathematically simple manner. The subject of this course is calculation-heavy. Martijn Cremers

**MGT 551b, High-Tech Marketing** 4 units. In this course we study the marketing of high-tech products (such as the iPhone) as well as marketing techniques using high-tech platforms. There are several challenges inherent in the marketing of high-tech products, including a quickly changing competitive environment, uncertainty on the part of the customer, as well as high R&D costs. We analyze how market research, pricing, communication strategies, and selling formats can be optimized in these markets. We also explore how the Internet affects the marketing of these products. The class is a mixture of lectures, cases, and outside speakers, as well as a final group project. This class is useful to anyone who plans to work in either a high-tech industry or market products using high-tech platforms. Dina Mayzlin

**MGT 554b, Strategic Marketing Communications** 4 units. This course explores the ways in which managers can effectively communicate with customers. The objectives of this course are to expose students to marketing theory relevant to the practice of communication management and to acquire the tools necessary to tackle decisions such as budget-setting, media allocation, dealing with (and understanding the workings of) advertising agencies, optimal message selection, database marketing, electronic communication, and consumer word of mouth. The students are also expected to learn how communication can be used to build brands and how to measure the impact of marketing communication. The class sessions consist of a blend of lectures, cases, and speakers from a wide variety of industries as well as a final group project. The class is primarily targeted at future brand managers and marketers in both for-profit and nonprofit sectors. However, since marketing communication is such a vital aspect of running a business, entrepreneurs will find this class very useful as well. Dina Mayzlin

**MGT 557b, Product Planning and Development** 4 units. This course deals with the development and introduction of new products and the management of existing products. Topics include the innovation process; product positioning; idea generation; screening; concept testing; the integration of design, manufacturing, and marketing; pre-test market models; test market models; diffusion of innovations; product life cycle; and defensive marketing strategies. The course involves readings, lectures, and guest presentations. Several cases are also discussed. These cases are selected to represent a wide variety of products such as durables, frequently purchased products, services, and products from the nonprofit and public sectors. Subrata Sen

**MGT 558b, Consumer Behavior** 2 units. Contemporary approaches to business emphasize the importance of adopting a customer focus. Marketing, in particular, begins and ends with the consumer—from determining consumer needs to providing customer satisfaction. The primary goal of this course is to enhance students' understanding of consumer behavior. The psychology of the consumer includes some intuitive and some non-intuitive ideas about behavior. In this course, we train students' intuition, so that they think more like a psychologist about how consumers perceive and respond to market events. Many of the psychological insights are particularly useful for strategy, brand

positioning, and marketing communication decisions. Some of these applications are discussed in class. In addition, we focus on the methodology of research to build the tools students need to interpret research. The ability to correctly interpret market research makes this research much more actionable in managerial contexts. Shane Frederick

**MGT 562b, Behavioral Perspectives on Management** 4 units. Good managerial decision making requires both (1) the ability to predict how others (consumers, employees, competitors, beneficiaries) will decide and behave, and (2) an appreciation of one's own biases, shortcomings, and behavioral tendencies. Toward this aim, behavioral researchers in psychology, marketing, economics, finance, organizational behavior, and political science have studied how people actually make decisions and how they actually behave in real-world contexts. This research has revealed how people are surprisingly limited in their rationality, their willpower, and their self-interest. Indeed, people are more prone to bias, myopia, and charity than rational models – and most managers – assume, and this fact has profound implications for managerial and public policy making. In this course, students gain a realistic understanding of human behavior, and learn to apply this understanding to many perspectives relevant for management. In a course that features guest lectures by a diverse group of SOM faculty engaged in cutting-edge behavioral research, students learn how to make better managerial and policy decisions – both by overcoming biases in their own decisions and by better understanding the persons whose behavior they are trying to change. Joseph Simmons

**MGT 568b/F&ES 80031b, Transportation's Role in the Changing Economy** 4 units. This course focuses on the critical but often overlooked impacts of the transportation sector on the nation's changing economy and patterns of growth, and on decision making by both public and private executives affected by these issues. It seeks to provide students with insights into these issues – first, how transportation has shaped America's economy and society; second, how global economic, demographic, and environmental changes are imposing themselves on transportation investment and operational decisions, and the interaction between those decisions and the private sector; and, finally, how both public institutions and private firms, related to the transportation sector, are being reshaped to address the economic and environmental realities of the twenty-first century. Emil Frankel

**MGT 574b, Management of Quality** 2 units. In recent years, service and manufacturing companies have undertaken Six Sigma programs and other efforts to improve quality, and it is now commonplace for a firm's quality systems to be certified by the International Organization for Standardization (ISO). At the same time, quality disasters, such as the Firestone tire recall, occur with regularity, and as a recent major study reported, far more people are dying each year from medical errors than from automobile accidents. In short, as Jeffrey Garten wrote in *Business Week*, “the war for better quality is far from won.” This course focuses on the most useful approaches to quality in delivering services and goods, and emphasizes both managerial issues and statistical methods. We make use of a service quality framework that consists of defining quality, determining customer needs, assessing customer satisfaction, and developing quality measures and standards. Understanding and reducing variability is a fundamental theme. The course includes lectures, in-class demonstrations, and cases. Cases include controlling and improving production for a leading maker of copier paper, increasing circulation at *Mother Jones*

magazine, and improving service quality at Florida Power & Light and the Paul Revere Insurance Co. A key subject is design of experiments, with an emphasis on applications to marketing and service operations. Experimental design originated in the 1930s with experiments in agriculture such as measuring the effects on crop yields of using different seeds, fertilizers, and insect sprays. The course presents the basic experimental design principles and shows how they can be applied to a wide range of problems, with a focus on marketing applications such as Art Swersey's project at *Mother Jones* magazine aimed at increasing circulation through direct mail. The course builds on the statistical foundations of the core course MGT 403, Data and Decision Analysis, and covers material that will be especially applicable to marketing, operations, and management consulting. The work includes a final exam and weekly written assignments. The textbook for the course is *Testing 1-2-3: Experimental Design with Applications in Marketing and Service Operations* by Johannes Ledolter and Arthur J. Swersey (Stanford University Press, 2007). Arthur Swersey

**MGT 583b, Understanding Global Financial Centers** 4 units. This class is limited to twenty-four second-year M.B.A. students. Given the interdisciplinary nature of the class, every attempt is made to assemble a group of diverse interests, experiences, and course concentrations. The course focuses on a number of global financial centers such as New York City, London, Hong Kong, and Dubai. (There are others that are likely to come up in the class including Miami, Boston, Chicago, Frankfurt, Tokyo, Mumbai, Shanghai.) The course is designed for students to gain an appreciation for what constitutes a financial center, what makes one competitive, how they compete and cooperate at the same time, and what ingredients determine the most successful centers for the future.

Understanding financial centers provides a window into some of the fiercest competitive drives among countries and companies in an increasingly globalized world. For students working in commercial or investment banking, investment management, private equity, hedge funds, accounting, or consulting, the course provides a global context for the student's working environment. For those interested in financial regulation, corporate governance, supply chains, IT, human resources, or the management of public infrastructure, there is much to learn as well.

The first half of the course focuses on analytical issues. Just what is a financial center, over and above the formal stock exchanges? What has been their history (using the examples of cities like Baghdad, Damascus, Venice, Amsterdam, or London)? We also examine financial, regulatory, and human resource issues that go into making a vibrant center. We look at how financial centers contribute to globalization and innovation, and are affected by these same phenomena. And we discuss how financial centers are part of urban planning.

During the spring break, the entire class makes a trip to London, Dubai, and Hong Kong to investigate the strengths and weakness of these financial centers. We meet with a broad range of officials including financiers market makers, regulators, and politicians.

The second part of the course, beginning after the spring break, is similar to an independent study class in which teams of students do an in-depth report on one financial center that they did not visit and its future challenges against the broader global backdrop that has been studied. At the end of the semester, these student teams present their results to the entire class.

Students are required to cover their own cost of travel and lodging. The estimated cost of the spring trip for each student is \$4,000. Students are eligible to take out additional loans and financial aid to help pay for the cost. (Please contact Karen Wellman in the Office of Student and Academic Services for additional information.) Enrollment is by permission of instructor only. Jeffrey Garten

**MGT 584b, Leading a Global Company** 4 units. The purpose of this course is to provide a comprehensive overview of the challenges of running a global company. The classes are a mix of lectures, discussions, case studies, and outside speakers. Students are evaluated on the basis of class participation, a group presentation, and a research paper.

The course includes a range of issues that global companies face today as viewed from the perspective of a CEO. Some specific issues to be discussed include leadership and organizational questions (such as aligning interests between the CEO's mission and the interests of his or her team and the broader workforce around the world, or organizational structures to better manage and control globalization of activities), strategic challenges (such as breaking into new emerging markets, or partnering with other companies and organizations), human resource questions (such as managing a globally diverse work force, and finding leadership talent from foreign countries) as well as other issues as diverse as best practices in global supply chain management and dealing with climate change.

In 2007, the chairmen and/or CEOs of the following companies came to class: Goldman Sachs, Campbell Soup, Pfizer, Alcan, KPMG, The Starr Company, Spencer Stuart, The NYSE-Euronext Group, and McKinsey & Co. In 2008, chairmen and/or CEOs from Time Warner, Xerox, American Express, Toyota, PriceWaterhouseCoopers, Lenovo, United Technologies, Burton Snowboard, and Hearst Magazines participated in classes that dealt with their companies. A similar group is expected in 2009.

By the end of the course, students are expected to be familiar with the way CEOs think about a range of big issues, the way they frame their decisions and the information they seek and use, and the dilemmas they face in making decisions and implementing them. Students are also expected to have sharpened their ability to do meaningful research on global companies, using reports from regulators, industry analysts, and other sources. This course is open to forty second-year SOM students only. Jeffrey Garten

**MGT 605b/LAW 21571, Executive Compensation** 2 units. Barely a day goes by without an executive compensation headline. From Grasso to Google, these headlines give life to the materials in this course. The income tax consequences of executive compensation are explored through the study of arrangements in effect at major corporations or headlined in the "news of the day." The course covers non-qualified deferred compensation; rabbi and secular trusts; restricted stock and restricted stock units; incentive and nonqualified stock options; SARs; the deduction limits of Section 162(m); and golden parachute payments. This course also provides a guide through the maze that confronts the executive compensation practitioner including financial accounting, ERISA, securities laws, stock exchange requirements, shareholder activism, Congressional responses to perceived compensation "excesses," and corporate law. Mock presentations to the class as the Board of Directors of real life cases permit the student to test his or her vote against the triumphs and tragedies of others. No prerequisites. Scheduled examination. Brick Susko

**MGT 623b, Strategic Leadership across Sectors** 4 units. This course takes a comprehensive view of the value-adding impact of top corporate leaders and how they revolutionize their enterprises, their industries, and the world economy. The subject matter embraces and integrates such broad key dimensions of strategic change as economic context, shifting markets, emerging technologies, corporate life stage, company culture, and corporate governance together with the character, skill set, and life stages of individual leaders. The course mission involves three equally important goals. The first is to help students anticipate the multidimensional cross-disciplinary aspects of successful planned change from strategic systems to group dynamics and individual psychology. A second is to appreciate the consequences of the unintended effects of strategic change initiatives on work communities and societies at large. The last is to provide students with an overview of the contemporary industry-specific challenges in an effort to highlight the varied leadership values and skills that are not always apparent as corporations make acquisitions or managers select careers. The course materials used to fulfill this mission require students to be comfortable with a wide variety of learning tools including research articles, case studies, current industry periodicals, spirited class discussion, role playing, video, and frequent prominent industry leaders as class visitors. Following an overview that builds an analytic framework for the course, the key dimensions of strategic change are examined through a sequence of industry-by-industry settings including professional services, financial services, retail, e-commerce, communications and media, recreation and travel, government and nonprofit, industrial and consumer products. Toward the close, the course returns to cross-industry change leadership and challenges such as executive succession, life stage imperatives, and ethical dilemmas. Jeffrey Sonnenfeld

**MGT 624b, Competitive Strategy and the Internal Organization of the Firm** 4 units. This course focuses on the connections between the competitive strategy of a firm and its internal structure and organization. We include material both on how to think strategically about an organization's human resources and on how to align a firm's human resource structure with its strategic choices in the product marketplace. Specific topics include organizational structure, compensation and incentives, human resources policies, as well as a discussion of social and legal issues in managing human resources. Enrollment is open to second years only. Lisa Kahn

**MGT 635b, Venture Capital and Private Equity Investments** 4 units. Investing in venture capital and in the equity of private companies is an apprenticeship business. Venture investors need analytic and quantitative skills, as well as broad knowledge of a range of business and financial disciplines. Successful investors need practice and a variety of experience, as well as good judgment and people skills. Course topics include start-ups and expansion stage venture capital, leveraged buyouts, and turnaround situations. Disciplines include business research (library skills), business and financial analysis, financial projections and equity valuation, verbal and written presentations, teamwork, and negotiating techniques. The course includes both lectures and in-depth case studies, with a strong emphasis on learning by doing. Teamwork is actively encouraged to frame and solve problems, and to handle heavy workloads. Execution of case studies requires teams of students to do research on industries, segments, and niches, to evaluate business plans, and to make financial projections and value equity instruments. Teams make written and verbal presentations. Entrepreneur and investor teams negotiate and structure "deals" in

a role-playing mode. Enrollment limited to thirty-six second-year SOM students. Heavy workload. Note: One section of this course runs from fall-2 to spring-1. This is a 4-unit course, but for bidding purposes it is listed as 2 units. Students receive 2 units in the fall and 2 units in the spring. They do not need to re-bid for the second part of the class in the spring; they are automatically added. David Cromwell

**MGT 655b, Social Marketing** 4 units. Many social problems, including global warming, poverty, road accidents, obesity, and littering, are enhanced by individual “misbehavior.” People do good things too little, and bad things too often. Getting people to make different choices is not simple. Sometimes they don’t know what they should do, sometimes they don’t want to do it, and sometimes they simply cannot. Many organizations, both public and private, have sought to improve both social and personal outcomes by getting people to change their behavior. In this course we consider what mechanisms are available to change behavior, and how these can be deployed. The course draws on insights from psychology and economics as well as marketing, and is tailored to the specific problems raised by those taking it. Course delivery is in the form of lectures, class discussions and activities, and a group project. Daniel Read

**MGT 695b/LAW 21056, Nonprofit Organizations Clinic** 2 units. This clinical workshop serves the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and solving ongoing legal problems – organizations that cannot afford to retain private counsel. The class meets as a group five or six times during the term. John Simon

**MGT 698b, Healthcare Policy, Finance, and Economics** 4 units. This course teaches students the critical skills in analyzing and working within the healthcare industry. The first portion of the course focuses on the economic and financial drivers of the domestic healthcare system, including private and public financing and delivery models. In the latter portion of the course, the students learn about current issues of importance to this \$2+ trillion industry. The course is part didactic/part seminar style, with team projects and presentations as a major component of the grade. Undergraduates and non-SOM students enrolled only with the permission of the instructor. Howard Forman

**MGT 699b, Healthcare Leadership Seminar** 4 units. This course, open to joint-degree candidates of the School of Medicine or with written permission of the course director, exposes the students to current leaders in health care, with a particular emphasis on those leaders who are, or have been, active clinicians. The students come prepared to discuss the key elements in the speakers’ careers, including their research, when appropriate. This course meets throughout the year, though credit is only earned in the last semester before graduation (at least two years of participation required). Enrollment is by permission of instructor only. Howard Forman

**MGT 811b, Taxes, Business, and Strategy** 2 units. This course is designed to give students the tools to identify, understand, and evaluate tax planning opportunities. We begin by developing a conceptual framework for thinking about how tax rules affect business decisions. Once developed, the framework is brought to life by application to a variety of settings of particular interest to M.B.A. students (e.g., mergers and acquisitions and tax arbitrage). Several cases and a final exam. Frank Zhang



**MGT 812b, Financial Statement Analysis** 2 units. This course helps students to evaluate the performance, prospects, and value of a business. It develops the following four tools: (1) business strategy analysis (profit drivers, competition, etc.); (2) accounting analysis (understanding how accounting choices affect reported numbers); (3) financial analysis (understanding ratios); and (4) forecasting future financial statements and testing the validity of underlying assumptions. In parallel, we conduct a detailed analysis of one company (The Gap) and develop the spreadsheets necessary for its valuation. Basic knowledge of accounting (discussed in MGT 402) and familiarity with spreadsheets is assumed. This course also integrates concepts and issues discussed in other core courses. Prerequisite or corequisite: Financial Reporting. Jacob Thomas

**MGT 813b, Financial Statement Analysis** 2 units. This course builds on the concepts and tools developed in MGT 812b and values firms with more complex financial and accounting situations than those discussed in MGT 812b. Both lectures and cases are used to develop this material. Prerequisite or corequisite: Financial Statement Analysis. Jacob Thomas

**MGT 814b, Financial Statements of Nonprofit Organizations** 2 units. This course, conducted in a workshop format, focuses on financial aspects of nonprofit organizations, beginning with their financial reports. The objectives of this course include helping students (1) become more intelligent users of the financial statements of nonprofit organizations such as private colleges, hospitals, charities, and cultural institutions and (2) better understand the factors that affect the financial condition and financial performance of such entities. The course focuses on (1) the financial reporting concepts and standards that are applicable to nonprofit organizations, (2) ratio and other summary indicators used by analysts to evaluate the financial condition and financial performance of nonprofit organizations, and (3) the analysis and interpretation of financial statements of selected nonprofit organizations. Prerequisite: Basics of Accounting. Brian Mittendorf

**MGT 818b, Financial Reporting II** 2 units. This course is intended for those interested in enhancing their understanding of corporate financial reporting beyond Financial Reporting I. The course focuses on selected U.S. and international financial reporting topics and issues in order to reconstruct economic events from information provided in financial statements, to understand required and alternative accounting treatments, and to develop a framework for analyzing a wide variety of financial reporting issues. Managers issue financial statements to provide information about an entity's performance and prospects. In providing that information, they choose among alternative accounting methods and establish corporate financial reporting and disclosure policies. Analysts, investors, creditors, and others use financial statements to assess an entity's current performance and future prospects. Their analysis of financial statements includes a critical assessment of accounting methods and reporting and disclosure policies. The objective of the course is to help the student become an informed issuer or user of financial statement information. An intermediate accounting text, cases and other materials based on actual financial statements, articles, and short lectures are used as a basis for class discussion. Prerequisite: Financial Reporting. Rick Antle

**MGT 822b, Foundations of Competitive Strategy** 2 units. The course provides an introduction to competitive strategy. Topics covered include industry profitability analysis,

positioning strategies, first mover advantages, competitive advantage, and sustainability of competitive advantage. There is considerable emphasis on case analysis. Most students should consider taking Foundations in Competitive Strategy, as the topics discussed are relevant to consulting, general management, brand management, financial analysis, and many other career areas. Topics of Competitive Strategy is designed to be the second half of this course, and students are encouraged to take Foundations and Topics, either sequentially or concurrently. Vivek Chaudhri

**MGT 825b, Business, Public Policy, and the Information Economy** 2 units. This course emphasizes the interface among laws, regulation, and business strategy in the information economy. Government intervention is an important part of competition in information-based businesses such as media, broadcasting, telecommunications, or Internet-based commerce. We examine the regulatory, legal, and antitrust issues governing the adoption and development of the information infrastructure and communications services. Emphasis is placed on the interface between government policy interventions and business outcomes. While the course considers U.S. policies in depth, cross-national comparisons are also considered. Students complete a paper analyzing the interface between public policy and business strategy in some segment of the information economy. Judith Chevalier

**MGT 828b, Creativity and Innovation** 2 units. Creativity and innovation generate novel ideas, products, applications, strategies, and solutions. In this course we explore the many different aspects of creativity and innovation that are important in business and in life, including being creative oneself, nurturing creativity in others, managing activities of innovation in organizations, recognizing valuable creative ideas and innovations when one comes across them, and appreciating the competitive dynamics associated with innovations. Students learn about creativity and innovation through a mixture of readings, lectures, small group and class discussions, cases, and independent projects. Jonathan Feinstein

**MGT 832b, Crisis and Courage: Leading Through Adversity** 2 units. This course examines the nature of adversity and how skilled leaders triumph in perilous situations. We examine a variety of high-risk settings including those where constituents feel their lives to be in danger as well as other high-risk crisis situations where quick thinking, cross-functional analysis, clear-headed thinking in complex emotionally charged events requiring real urgency of response are essential and where the costs of failure are catastrophic. The examples are drawn from financial services, health care (surgical/medical trauma teams), new media, transportation, consumer marketing, operations management, extreme sports, and military combat. The materials and class visitors offer firsthand perspectives of effective crisis management. We look at current and classic cases, video portraits, individual profiles, as well as discussions with impressive class visitors who have led through crises.

Learning is drawn from studies of crisis communication, corporate ethics, personal values, post-traumatic stress, visionary leadership, group identity, rapid decision making, reputation management, and professional mastery. Topics include (1) understanding the nature of adversity, (2) identifying the barriers to overcoming adversity, (3) mapping paths for personal, professional, and institutional renewal. The course meets over dinner in an informal roundtable seminar format. The course requirements include weekly

class participation, writing an original crisis management mini-case study, and a final exam. Enrollment is limited to twenty-five students and is by permission of instructor only. Those interested should submit a two- to three-paragraph (no more than one page) statement of interest to the instructor. Jeffrey Sonnenfeld, Thomas Kolditz

**MGT 833b, Designers Designing Design** 2 units. This course offers students the opportunity to be design clients, and to acquire the skills and experience necessary to use design to shape and manage products, programs, initiatives, and campaigns. Two working designers explore design as a methodology, a way of working in modern organizations – corporations, foundations, magazines, schools, even cities. Beginning with an overview of contemporary “design thinking,” the course surveys far-ranging examples in which design has been used as a means of innovation, change, message, and influence. Cases include corporate, retail, and nonprofit identity; content-rich media and editorial projects; and social and political initiatives. Weekly assignments involve writing design briefs for real-world projects, considering strategic goals, organizational strengths, and consumer and public need. The course combines hands-on exercises, lectures, readings, and cases. Guest lecturers include well-known designers, as well as clients involved in live cases. William Drenttel, Michael Bierut

**MGT 834b, Current Events** 2 units. This new course explores the facts, immediate context, and relevant history of significant events that are current when the course is taught, with the goal of extrapolating implications for the future. Students, the instructor, and guest practitioners select and research events according to their own interests and expertise, focusing on situations that contain management, business, investment, or policy weight and complexity, then make presentations, leading to group discussion. The objective of the course is to enhance the ability of students to incorporate change into their decision-making processes, in real time. One activity that most practitioners share, regardless of their field, is a daily injection of news meshed with the need to respond; Current Events will endeavor to make that injection and response more productive. Mark Manson

**MGT 840b, Corporate Governance and Finance** 2 units. The goal of this course is to understand how to create value by determining corporate governance arrangements. The focus is that of an investor who wants to make sure that the firm creates value. The course addresses the following questions: What do investors want and worry about in relation to corporate board decisions? What governance arrangements are helpful in creating value and making sure the value accrues to the investors? What about corporate social responsibility? What ownership structures are conducive to value creation (private equity/hedge funds/family ownership)? What countries provide better governance arrangements that allow entrepreneurs and firms to raise more money to realize profitable projects? How should managers be incentivized and compensated? Should an investor sell his or her shares if unhappy with the company (“Wall Street Walk”) or become an activist? The course also highlights recent failures of corporate governance and what we can learn from them. Martijn Cremers

**MGT 846b, Microfinance and Economic Development** 2 units. This course explores the successes and limitations of microfinance as an economic development strategy. The focus is on the role of microfinance in international poverty alleviation efforts. We explore

the evolution of the field, from both theoretical and practical perspectives, including current debates about the pros and cons of the increasing commercialization of the field. While the roles played by various constituencies (e.g., clients, policy makers, donors, investors) are examined, emphasis is on the practitioners' perspective and the challenges of managing a "double bottom line" institution. Students are introduced to the Excel-based "Microfin" financial modeling software, and asked to develop a set of financial projections for a model microfinance institution. Other course assignments include brief analyses of readings and a final memorandum. The computer portion is taught during three additional course meetings (dates TBD). J. Anthony Sheldon

**MGT 847b, Corporate Governance: Board Leadership in Turbulent Times** 2 units. This course provides the basic elements of corporate governance: corporate structure and the respective roles of management, the board of directors and investors in today's complex and competitive global capital markets. Emphasis is placed on the recent changes in the capital markets by the introduction of "new" owners (hedge funds, private equity, sovereign wealth funds) and complex financial instruments, which affect the behavior of investors, boards, and managers. While the corporate form is dictated by law, how management, the board, and investors fulfill their roles is largely a discretionary matter. Is there a "superior" set of practices that would help ensure that the corporation is operating in furtherance of its mission to enhance shareholder value while serving the interests of society as a whole? The course involves lectures by Professors Millstein and Simpson and other experienced practitioners in the field of corporate governance, case study presentations, and class discussion. The companion and supplement to this course is MGT 840, Corporate Governance and Finance, which is a natural complement to this course. Its focus is on the financial perspective of the investor. Ira Millstein, Anne Simpson

**MGT 851b, Listening to the Customer** 2 units. This course is designed for students interested in strategy consulting, market research, and brand management careers. The course takes a decision-oriented perspective about data collection: students gain experience in understanding what data about consumers and markets, if available, help them make strategic marketing decisions. We discuss both qualitative and quantitative data collection methods such as focus groups, survey design, and when they are appropriate. While Strategic Market Measurement introduced methods of data analysis once the data has been collected, the focus in this course is on the data collection itself. Students plan and execute a research project, in which they combine the data collection skills learned in this course, with data analysis skills learned in Strategic Market Measurement. Jiwoong Shin

**MGT 852b, Strategic Market Measurement** 2 units. This course is designed for students interested in strategy consulting and market research careers. The course equips students with methods to perform critical elements of marketing strategy such as market segmentation, targeting, and competitive analysis for product positioning and product design. We cover techniques such as discriminant and logit analysis, cluster analysis, factor analysis, and conjoint analysis. The course has a heavy hands-on flavor, in that we analyze datasets using the "Minitab" statistical analysis program. The instructor's notes integrate the underlying theory and logic of the analysis with the practical Minitab implementation details to facilitate learning. Weekly homework assignments involv-

ing analysis of datasets and interpretation provide an experiential learning experience.  
Jiwoong Shin

**MGT 856b, Managing Marketing Programs** 2 units. This course focuses on the decisions managers must make to successfully implement marketing strategies. Successful marketing implementation requires the managed introduction of new products, effective setting of prices, persuasive communication of product value, and the distribution of the product through intermediaries or direct sales teams. The course uses cases, lectures, hands-on exercises, and class discussion to teach how organizations could make effective decisions within the “marketing mix” or the “4 P’s of Marketing” — product, price, promotions (communication), and place (distribution). A marketing simulation exercise is used to present a challenging and practical business environment in which to apply and hone marketing skills. The course also emphasizes the interconnections between the different elements of the marketing mix. Joseph Simmons

**MGT 860b, Managing in Times of Rapid Change** 4 units. Gradually, and in great long waves which moved down as well as up, the rate of turnover in the S&P (which has become, of course, the S&P 500) has increased to its present level of about 5%, or five times the number eighty years ago. Corporate leadership once lasting decades now comes and goes in much less time. Imperceptibly slowly, continuity has given way to change and capital intensity has been replaced by knowledge intensity. Investors are now increasingly active, seeking a shared role with management in allocating free cash flow. Management, seeking to maintain the long-term health of the enterprise, often disagrees. The game has changed forever. Managerial theories based on the assumption of continuity, rather than the assumption of change, have become increasingly strained. This course, through lectures, case studies, and analytical exercises, explores the changes that have taken place over the past eighty years and what they mean for managers over the next decade. The course consists of three modules.

The first module (covered in the first three classes) examines the economics of long-term investor returns and the lessons those economics hold for managers as well as investors. We explore the reasons that corporations find it as difficult to outperform the S&P as do asset managers, including the notion of investor error. Some use of statistical analysis is required to understand when performance variations are meaningful. In this context, the sources of long-term investor risk are examined and contrasted with more conventional notions frequently used in financial markets. Further, the economics of disruptive change is studied with a focus on unraveling the importance of speed, margins, and balance sheet strength to the success of competitive attack and counterattack.

The second module (discussed in the fourth and fifth classes) examines the Scylla and Charybdis of successful management — creativity and control. The opposing demands of permissiveness and discipline required by creativity and control are the nexus of the battle between continuity and change, between risk and return. “Creativity,” the propensity to create, was first listed in Webster in the later part of the nineteenth century, and as such is a reasonably modern concept. “Control” is an ancient word. The history and present applications of these concepts are discussed as they are applied in both large and small companies.

The third module (covered in the last two classes) examines models of managerial response to the increasing pace of change. Examples from different countries, where

the pace, scale, and nature of change differ, are examined as are examples from different industry sectors. In particular, the role of the executive committee, the CEO, and the board in setting and controlling the pace and scale of change in the corporation is explored in depth. Finally, the applicability of a new model of corporate management, one based on the Schumpeterian paradigm of “create-operate-trade” rather than operational excellence alone, is presented and examined as a basis for managing contemporary enterprises, which can expect an even faster pace of change in the future. Richard Foster

**MGT 861b, Philanthropic Foundations** 2 units. This course examines the history and practice of philanthropic foundations in the United States from the establishment of the Peabody Education Fund in 1867, through the rise of large general-purpose foundations in the first decades of the twentieth century, to the major reshaping of foundations that occurred in the wake of the 1969 Tax Reform Act. The course examines the practices of independent, family, corporate, and community foundations and explores, in detail, foundation governance structures, program design, grant decision-making processes, and evaluation procedures. Particular attention is paid to the interrelations between foundations and government and to foundations’ evolving philanthropic missions and strategies. The course also analyzes important debates in the field about issues such as program versus project support, the value of “venture” philanthropy, and the extent to which foundations must be accountable and transparent. Course work includes case studies, individual and group projects. Jack Meyers

**MGT 863b, Maximizing Corporate Performance** 2 units. This course offers an integrated framework for managing corporate performance, with a focus on how financial, strategic, and organizational decisions can be aligned around the common objective of maximizing the company’s intrinsic value. Students are expected to take the perspective of a corporate CEO with the explicit goal of leading the company to achieve strategic and financial performance that is consistently superior to that of competitors. Specific topics to be addressed include measuring economic profitability and intrinsic value, setting appropriate performance objectives, understanding how strategic position drives the intrinsic value of a business, formulating high value line of business and corporate strategies, and creating organization structures and processes aligned with the optimal allocation of the company’s human and financial capital. In addition to the core reading, lecture, and case material, three or four senior executives participate as guest speakers. Peter Kontes

**MGT 864b, CSR: Social Venture Management** 2 units. This course’s central question is how pursuit of profit is reconciled with non-financial goals. The method of answering this question is case analysis, with each class focused on a different company. For example, how do “socially responsible” enterprises integrate social goals into their business plans? How do Fannie Mae and Freddie Mac, two publicly traded, highly profitable financial intermediaries, manage their twin goals of profitability and provision of financing for affordable housing. How do investors (including large pension funds) use their capital as a tool to promote social objectives? How do private contractors, such as prison companies, maximize shareholder return while satisfying government clients? Public-interest enterprises are those that integrate the concerns of corporate “stakeholders,” the wide range of people and communities affected by a company’s operations, as

opposed to more narrow focus on shareholders. While American businesses have generally focused exclusively on return to shareholders, European and other non-U.S. business cultures have traditionally embraced broader “stakeholder” considerations. What are the advantages and drawbacks of each approach? Does consideration of stakeholders imply a sacrifice of profitability? Can American companies adopt an approach that is generally alien in U.S. business culture? These questions serve as the recurrent theme throughout the class. Jonathan Koppell

**MGT 871b, Financial Reporting** 2 units. This course extends the understanding of financial statements developed in MGT 402 by (1) exploring the generally accepted accounting principles that underlie financial statements and (2) understanding what can be gleaned from those statements. While the focus is on reporting in the United States, international examples are also considered. Rick Antle, Stanley Garstka

**MGT 873b, Supply Chain Management** 2 units. Matching supply with demand is an enormous challenge for firms: excess supply incurs great financial burden, while inadequate supply turns customers away. In this course we explore how firms can better organize their operations so that they more effectively align their supply with the demand for their products and services. The main emphasis is on managing uncertain demand, both within the firm and across the supply chain. We seek both rigor and relevance, through case discussions and by illustrating how mathematical analysis can be applied to real supply chain management challenges. While tactical models and decisions are part of this course, the emphasis is on the qualitative insights needed by general managers or management consultants. We demonstrate that companies can use (and have used) the principles from this course to significantly enhance their competitiveness. Sang-Hyun Kim

**MGT 875b, Services Operation Management** 4 units. The service sector represents the largest segment of most industrial economies. In addition, the operations and competitive positions of many manufacturing firms are becoming increasingly service-oriented. Elements common to most services make the management of their operations complex, however. In particular, services are intangible, not storable or transportable, and often highly variable. Frequently their delivery involves distributed operations with a significant amount of customer contact. All of these factors require specialized analysis frameworks and tools in order to achieve excellence in service operations. This course covers a mix of qualitative and quantitative models that should help students to better understand critical issues in both public and private service sectors such as hospitality, financial services, after-sales maintenance services, and health care. Sang-Hyun Kim, Edieal Pinker

**MGT 879b, Healthcare Operations** 2 units. With healthcare spending in the United States exceeding 16% of GDP and the demand for health services continuing to increase, improvements in the quality and efficiency of healthcare delivery are urgently needed. This course explores opportunities for improvement in the design and management of healthcare operations. We discuss applications to hospital and primary care settings, the payers (both public and private), the pharmaceutical industry, and state and local governments. Possible topics covered may include hospital capacity planning, patient and nurse scheduling, ambulance routing, pharmaceutical drug manufacturing, intelligent IT

systems for medical decision making, healthcare financing, and bioterrorism preparedness. The course builds on the core Operations Engine course and utilizes various tools such as queuing systems, resource allocation, facility location planning, forecasting, and production planning. Elisa Long, Donald Lee

**MGT 881b, Managing Organizational Politics** 2 units. This course provides tools of political analysis for managers. By examining the sources and instruments of power – and its limits – we can see more clearly why some objectives are achieved by organizations and others are not. The topics considered in this class are relevant for all organizations – private, governmental, not-for-profit. The application of political analysis to management is emphasized throughout the course. All the topics considered – the sources of power within organizations, the implications of organizational structure, the importance of identifying stakeholders (and their interests) – necessarily inform the strategies and tactics of effective managers and leaders as they pursue personal and organizational objectives. Jonathan Koppell

**MGT 894b, Media Economics and Financing** 2 units. While the first purveyors of journalism in the U.S. were many and their audiences small, the second half of the twentieth century saw the consolidation of news businesses into a finite number of media companies enjoying substantial profits. Print and broadcast companies devoted substantial resources to the pursuit of quality journalism, hiring graduate school-educated men and women as reporters and supporting them with fact-checking, editing, peer review, and production expertise. Early in the twenty-first century, it is already apparent that the most successful media companies of the last hundred years face serious financial troubles. Audiences have become fragmented and much less captive, driving down the value of traditional media to advertisers. Vast revenue streams that once paid the bills for quality journalism (such as classified advertising in newspapers and advertising on network television) have been substantially reduced or diverted to companies not pursuing journalism at all. The course explores how future journalists, editors, and producers (in new or traditional media) find meaningful economic backing to do their jobs well. Is true editorial independence and review, which inevitably are labor-intensive, essential to the health of the “Fourth Estate” and its role in a democracy? If so, how will media companies afford the cost of quality assurance, however “quality” is defined? Will journalism and the dissemination of news be supported primarily by advertising, subscription revenue, or in some other way? Project groups within the class research and present existing business models in media, both in readings and by interaction with executives currently active in media and journalism. Class groups then do brainstorming and early stage thinking that lead to the creation of pro-forma business plans or models for the final project(s). No examination. Stephen Taylor

## Ph.D. Courses for 2008–2009

See the Bulletin of the Graduate School of Arts and Sciences.



# General Information

## LEAVES OF ABSENCE

Students are expected to complete the M.B.A. program in two consecutive years. Students who wish or need to interrupt their study temporarily may request a leave of absence. There are three types of leave – personal, medical, and parental – all of which are described below. A leave of absence requested because of employment (e.g., to continue a summer internship full time during the following year) is discouraged. The general policies that apply to all types of leave are:

1. All leaves of absence must be approved by the director of student and academic services. Students who wish to take a leave of absence must petition the director of student and academic services no later than the last day of classes in the term in question. Medical leaves also require the recommendation of a Yale Health Plan (YHP) physician, as described below; see Medical Leave of Absence.
2. The normal duration of a leave of absence is one term or one year; extension of a one-term leave may be approved for one additional term or year. Students who fail to register for the term following the end of the approved leave will be considered to have withdrawn from the M.B.A. program.
3. Students on leave may complete, by the appropriate deadline for the term in which the course was taken, outstanding work in courses for which they have been granted approved Incompletes. They may not, however, fulfill any other degree requirements during the time on leave.
4. Students on leave of absence do not have to file a formal application for readmission. However, they must notify the registrar in writing of their intention to return. Such notification should be given at least six weeks prior to the end of the approved leave.
5. Students on a leave of absence are not eligible for financial aid, including loans, or for the use of University facilities normally available to registered students. Students who have received loans or other financial aid must notify the financial aid office about the leave of absence, as loans are only available to enrolled students. They should also consult the University Student Loan Office (246 Church Street) so that they have a full understanding of the grace period and repayment provisions for federal loans. In most cases, students must begin repaying loans during a leave of absence. Upon re-enrolling, students will be eligible to defer loan repayment until they graduate or leave school.
6. Students granted a leave may continue to be enrolled in the Yale Health Plan (YHP) by purchasing coverage through the Student Affiliate Coverage plan. In order to secure continuous YHP coverage, enrollment in this plan must be requested prior to the beginning of the term in which the student will be on leave or, if the leave commences during the term, within thirty days of the date when the leave is granted. Coverage is not automatic; enrollment forms are available from the Member Services department of the Yale Health Service, 17 Hillhouse Avenue, 203.432.0246.

### *Personal Leave of Absence*

A student who is current with his or her degree requirements and who wishes to interrupt study temporarily because of personal exigencies may request a personal leave of absence. The general policies governing leaves of absence are described above. Students are eligible for personal leaves after satisfactory completion of at least one term of study.

To request a personal leave of absence, the student must complete the appropriate form (available in the Office of Student and Academic Services) before the beginning of the term for which the leave is requested, explaining the reasons for the proposed leave and stating both the proposed start and end dates of the leave and the address at which the student can be reached during the period of the leave. If the director of student and academic services finds the student to be eligible, the leave will be granted. In any case the student will be informed in writing of the action taken. Students who do not apply for a leave of absence, or who apply for a leave but are not granted one, and who do not register for any term, will be considered to have withdrawn from the M.B.A. program.

### *Medical Leave of Absence*

A student who must interrupt study temporarily because of illness or injury may be granted a medical leave of absence with the approval of the director of student and academic services and on the written recommendation of a physician on the staff of the University Health Services. Final decisions concerning requests for medical leaves will be communicated to students from the director of student and academic services in writing.

The School of Management reserves the right to place a student on a medical leave of absence when, on the recommendation of the director of the University Health Services or the chief of the Division of Mental Health and Counseling, the director of student and academic services determines that the student is a danger to self or others because of a serious medical problem or that the student has refused to cooperate with efforts deemed necessary by the University Health Services to determine if the student is such a danger.

The general policies governing all leaves of absence are described above. A student who is making satisfactory progress toward his or her degree requirements is eligible for a medical leave any time after matriculation. Students who are placed on a medical leave during any term will have their tuition adjusted according to the same schedule used for withdrawals (please see Tuition Rebate and Refund Policy). Before re-registering, a student on medical leave must secure written permission to return from a physician at the University Health Services. Forms for requesting a medical leave of absence are available in the Office of Student and Academic Services.

### *Leave of Absence for Parental Responsibilities and Parental Relief*

A student who is making satisfactory progress toward his or her degree requirements and wishes to, or must, interrupt study temporarily for reasons of pregnancy, maternity or paternity care, may be granted a leave of absence for parental responsibilities. Any student planning to have or care for a child is encouraged to meet with the director of student and academic services to discuss leaves and other short-term arrangements. For many students short-term arrangements, rather than a leave of absence, are possible. The

general policies governing all leaves of absence are described above, including information about health coverage. A student who is making satisfactory progress toward his or her degree requirements is eligible for a leave of absence for parental responsibilities any time after matriculation.

Students living in University housing units are encouraged to review their housing contract and the related policies of the Graduate Housing Office before applying to the School for a leave of absence. Students granted parental leave may continue to reside in University housing to the end of the academic term for which the leave was first granted, but no longer.

Students who wish to suspend their academic responsibilities because of the birth or adoption of a child should meet with the director of student and academic services, who will help accommodate the students' program responsibilities when the birth or adoption occurs.

## WITHDRAWAL AND READMISSION

A student who wishes to withdraw from the M.B.A. program should confer with the director of student and academic services regarding withdrawal; the director's signature on an official withdrawal form is required for withdrawal in good standing. The director of student and academic services will determine the effective date of the withdrawal. The University identification card must be submitted with the approved withdrawal form in order for withdrawal in good standing to be recorded. Withdrawal forms are available in the Office of Student and Academic Services.

Students who do not register for any fall or spring term, and for whom a leave of absence has not been approved by the director of student and academic services, are considered to have withdrawn from the School of Management.

A student who discontinues his or her program of study during the academic year without submitting an approved withdrawal form and the University identification card will be liable for the tuition charge as outlined under Tuition Rebate and Refund (see below). Health service policies related to withdrawal and readmission are described under Health Services: Eligibility Changes.

A student who has withdrawn from the School of Management in good standing and who wishes to resume study at a later date must apply for readmission. Neither readmission nor financial aid is guaranteed to students who withdraw.

## TUITION AND FEES

For 2008–2009, tuition for the M.B.A. program is \$42,000, charged on a per-term basis. Students are also charged a mandatory student activity fee of \$300 per term. These fees are billed by and payable to the Student Financial Services Office, by August 1 for the fall term and by November 1 for the spring term. For 2008–2009 the estimated budget for a single first-year student for tuition, books, fees, and all living costs is \$69,102. The estimated budget for a single continuing student is \$64,352. All students are expected to meet a substantial portion of the cost of attendance at SOM either from personal funds or through loans. Students should consult the financial aid administrator in the Office of Student and Academic Services for information about financial aid.

## TUITION REBATE AND REFUND POLICY

On the basis of the federal regulations governing the return of federal student aid (Title IV) funds for withdrawn students, the following rules apply to the rebate and refund of tuition.

1. For purposes of determining the refund of federal student aid funds, any student who withdraws from the School of Management for any reason during the first 60 percent of the term will be subject to a pro rata schedule which will be used to determine the amount of Title IV funds a student has earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In 2008–2009, the last days for refunding federal student aid funds will be November 2, 2008 for continuing students and October 30, 2008 (first-year students) in the fall term; and April 9, 2009 for continuing students and April 3, 2009 (first-year students) in the spring term.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid:
  - a. 100 percent of tuition will be rebated for withdrawals which occur on or before the end of the first 10 percent of the term (September 12, 2008 for continuing students and September 4, 2008 for first-year students in the fall term; and February 4, 2009 for continuing students; and January 21, 2009 for first-years in the spring term).
  - b. A rebate of one-half (50 percent) of tuition will be granted for withdrawals which occur after the first 10 percent but on or before the last day of the first quarter of the term (September 28, 2008 for continuing students and September 21, 2008 for first-year students in the fall term; and February 19, 2009 for continuing students and February 8, 2009 for first-years in the spring term).
  - c. A rebate of one-quarter (25 percent) of tuition will be granted for withdrawals which occur after the first quarter of a term but on or before the day of midterm (October 24, 2008 for continuing students and October 19, 2008 for first-year students in the fall term; and March 1, 2009 for continuing students and March 8, 2009 for first-years in the spring term).
  - d. Students who withdraw for any reason after midterm will not receive a rebate of any portion of tuition.
3. The death of a student shall cancel charges for tuition as of the date of death and the bursar will adjust the tuition on a pro rata basis.
4. If the student has received student loans or other forms of financial aid, rebates will be refunded in the order prescribed by federal regulations; namely, first to the Unsubsidized Federal Stafford and/or Subsidized Federal Stafford loans, if any; then to Federal Perkins loan; FFEL Grad Plus; next to any other state, private, or institutional scholarships and loans; and, finally, any remaining balance to the student.
5. Loan recipients (Stafford, Perkins, or YSL) who withdraw are required to have an exit interview before leaving Yale. Students leaving Yale will receive a mailing from Student Financial Services with an exit packet and instructions on completing this process.

# Yale University Resources

## A GLOBAL UNIVERSITY

In a speech entitled “The Global University,” Yale President Richard C. Levin declared that as Yale enters its fourth century, its goal is to become a truly global university—educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world:

The globalization of the University is in part an evolutionary development. Yale has drawn students from outside the United States for nearly two centuries, and international issues have been represented in its curriculum for the past hundred years and more. But creating the global university is also a revolutionary development—signaling distinct changes in the substance of teaching and research, the demographic characteristics of students, the scope and breadth of external collaborations, and the engagement of the University with new audiences.

Yale University’s goals and strategies for internationalization are described in a report entitled “The Internationalization of Yale: The Emerging Framework,” which is available online at [www.world.yale.edu/pdf/Internationalization\\_of\\_Yale.pdf](http://www.world.yale.edu/pdf/Internationalization_of_Yale.pdf).

International activity is coordinated by several University-wide organizations in addition to the efforts within the individual schools and programs.

Launched in 2003–2004, the Office of International Affairs supports the international activities of all schools, departments, offices, centers, and organizations at Yale; promotes Yale and its faculty to international audiences; and works to increase the visibility of Yale’s international activities around the globe. ([www.yale.edu/oia](http://www.yale.edu/oia))

The Office of International Students and Scholars is a resource on immigration matters and hosts orientation programs and social activities for the University’s international community. See page 82 in this bulletin and [www.oiss.yale.edu](http://www.oiss.yale.edu).

The Whitney and Betty MacMillan Center for International and Area Studies is the University’s principal agency for encouraging and coordinating teaching and research on international affairs, societies, and cultures. ([www.yale.edu/macmillan](http://www.yale.edu/macmillan))

The Yale Center for the Study of Globalization draws on the intellectual resources of the Yale community, scholars from other universities, and experts from around the world to support teaching and research on the many facets of globalization, and to enrich debate through workshops, conferences, and public programs. ([www.ycsg.yale.edu](http://www.ycsg.yale.edu))

The Yale World Fellows Program hosts eighteen emerging leaders from outside the United States each year for an intensive semester of individualized research, weekly seminars, leadership training, and regular interactions with the Yale community. ([www.yale.edu/worldfellows](http://www.yale.edu/worldfellows))

For additional information, the “Yale and the World” Web site offers a compilation of resources for international students, scholars, and other Yale affiliates interested in the University’s global initiatives. ([www.world.yale.edu](http://www.world.yale.edu))

## STUDENT ACCOUNTS AND BILLS

Student accounts, billing, and related services are administered through the Office of Student Financial Services, which is located at 246 Church Street. The telephone number is 203.432.2700.

### *Bills*

Yale University's official means of communicating monthly financial account statements is electronically through the University's Internet-based system for electronic billing and payment, Yale University eBill-ePay.

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 p.m. Eastern Standard Time on the first business day of the following month. E-mail notifications that the account statement is available on the University eBill-ePay Web site ([www.yale.edu/sis/ebep](http://www.yale.edu/sis/ebep)) are sent to all students who have activated their official Yale e-mail accounts and to all student-designated authorized payers. It is imperative that all students activate and monitor their Yale e-mail accounts on an ongoing basis.

Bills for tuition, room, and board are available to the student during the first week of July, due and payable by August 1 for the fall term; and during the first week of November, due and payable by December 1 for the spring term. The Office of Student Financial Services will impose a late charge if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. The late charge will be imposed as follows:

<i>If fall-term payment in full is not received</i>	<i>Late charge</i>
by August 1	\$110
by September 1	\$220
by October 1	\$330
<i>If spring-term payment in full is not received</i>	<i>Late charge</i>
by December 1	\$110
by January 2	\$220
by February 1	\$330

Nonpayment of bills and failure to complete and submit financial aid application packages on a timely basis may result in the student's involuntary withdrawal from the University.

No degrees will be conferred and no transcripts will be furnished until all bills due the University are paid in full. In addition, transcripts will not be furnished to any student or former student who is in default on the payment of a student loan.

The University may withhold registration and certain University privileges from students who have not paid their term bills or made satisfactory payment arrangements by the day of registration. To avoid delay at registration, students must ensure that payments reach Student Financial Services by the due dates.

### *Charge for Rejected Payments*

A processing charge of \$25 will be assessed for payments rejected for any reason by the bank on which they were drawn. In addition, the following penalties may apply if a payment is rejected:

1. If the payment was for a term bill, a \$110 late fee will be charged for the period the bill was unpaid.
2. If the payment was for a term bill to permit registration, the student's registration may be revoked.
3. If the payment was given to settle an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.

### *Yale University eBill-ePay*

There are a variety of options offered for making payments. Yale University eBill-ePay is the preferred means for payment of bills. It can be found at [www.yale.edu/sis/ebep/](http://www.yale.edu/sis/ebep/). Electronic payments are easy and convenient—no checks to write, no stamps, no envelopes, no hassle. Payments are immediately posted to the student's account. There is no charge to use this service. Bank information is password protected and secure, and there is a printable confirmation receipt. Payments can be made twenty-four hours a day, seven days a week, up to 4 p.m. Eastern Standard Time on the due date to avoid late fees. (The eBill-ePay system will not be available when the system is undergoing upgrade, maintenance, or repair.) Students can authorize up to three authorized payers to make payments electronically from their own computers to the student's account using Yale's system.

Use of the student's own bank payment service is not authorized by the University because it has no direct link to the student's Yale account. Payments made through such services arrive without proper account identification and always require manual processing that results in delayed crediting of the student's account, late fees, and anxiety. Students should use Yale eBill-ePay to pay online. For those who choose to pay by check, remittance advice with mailing instructions is available on the Web site.

### *Yale Payment Plan*

The Yale Payment Plan is a payment service that allows students and their families to pay tuition, room, and board in ten equal monthly installments throughout the year based on individual family budget requirements. It is administered by the University's Office of Student Financial Services. The cost to enroll in the YPP is \$100 per contract. The deadline for enrollment is June 20. For additional information, please contact Student Financial Services at 203.432.2700 and select "Press 3" from the Main Menu. The enrollment form can be found online in the Yale Payment Plan section of the Student Accounts Web site: [www.yale.edu/sfas/financial/accounts.html#payment](http://www.yale.edu/sfas/financial/accounts.html#payment).

## HOUSING

The Graduate Housing Department has dormitory and apartment units for a small number of graduate and professional students. The Graduate Dormitory Office provides dormitory rooms of varying sizes and prices for single occupancy only. The Graduate

Apartments Office provides unfurnished apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families. Both offices are located in Helen Hadley Hall, a graduate dormitory at 420 Temple Street, and have office hours from 9 a.m. to 4 p.m., Monday through Friday.

Applications for 2008–2009 are available as of April 1 online and can be submitted directly from the Web site ([www.yale.edu/graduatehousing](http://www.yale.edu/graduatehousing)). For new students at the University, a copy of the letter of acceptance from Yale will need to be submitted to the address on the application form. The Web site is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. For more dormitory information, contact [grad.dorms@yale.edu](mailto:grad.dorms@yale.edu), tel. 203.432.2167, fax 203.432.4578. For more apartment information, contact [grad.apts@yale.edu](mailto:grad.apts@yale.edu), tel. 203.432.8270, fax 203.432.4578.

The University's Off-Campus Housing service, limited to current or incoming members of the Yale community, is located at Helen Hadley Hall, 420 Temple Street, and is open from 9 a.m. to 3:30 p.m., Monday through Friday. The listings may also be accessed from any computer at Yale at [www.yale.edu/offcampushousing](http://www.yale.edu/offcampushousing).

## HEALTH SERVICES FOR SOM STUDENTS

Yale University Health Services (YUHS) is located on campus at 17 Hillhouse Avenue. YUHS offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, gynecology, mental health, pediatrics, pharmacy, laboratory, radiology, a twenty-three-bed inpatient care facility (ICF), a round-the-clock urgent care clinic, and such specialty services as allergy, dermatology, orthopedics, and a travel clinic. YUHS also includes the Yale Health Plan (YHP), a health coverage option that coordinates and provides payment for the services outlined above, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. YUHS's services are detailed in the *YHP Student Handbook*, available through the YHP Member Services Department, 203.432.0246, or on the YHP Web site at [www.yale.edu/yhp](http://www.yale.edu/yhp).

### *Eligibility for Services*

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for YHP Basic Coverage. YHP Basic Coverage is offered at no charge and includes preventive health and medical services in the departments of Student Medicine, Internal Medicine, Gynecology, Health Education, and Mental Health & Counseling. In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Urgent Care.

Students on leave of absence or on extended study and paying less than half tuition are not eligible for YHP Basic Coverage but may enroll in YHP Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for YHP Basic Coverage but may enroll in the YHP Billed Associates Plan and pay a monthly premium. Associates must register for a minimum of one term within the first thirty days of affiliation with the University.

Students not eligible for YHP Basic Coverage may also use the services on a fee-for-service basis. Students who wish to be seen fee-for-service must register with the YHP



Member Services Department. Enrollment applications for the YHP Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the YHP Member Services Department.

All students are welcome to use specialty and ancillary services at YUHS. Upon referral, YHP will cover the cost of these services if the student is a member of YHP Hospitalization/Specialty Coverage (see below). If the student has an alternate insurance plan, YHP will assist in submitting the claims for specialty and ancillary services to the other plan and will bill through the Office of Student Financial Services for noncovered charges and services.

### *Health Coverage Enrollment*

The University also requires all students eligible for YHP Basic Coverage to have adequate hospital insurance coverage. Students may choose YHP Hospitalization/Specialty Coverage or elect to waive the plan if they have other hospitalization coverage, such as coverage through a spouse or parent. The waiver must be renewed annually, and it is the student's responsibility to confirm receipt of the waiver form by the University's deadlines noted below.

#### YHP HOSPITALIZATION/SPECIALTY COVERAGE

For a detailed explanation of this plan, see the *YHP Student Handbook*, which is available online at [www.yale.edu/yhp/pdf/studenthb.pdf](http://www.yale.edu/yhp/pdf/studenthb.pdf).

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for YHP Hospitalization/Specialty Coverage. Students with no break in coverage who are enrolled during both the fall and spring terms are billed each term and are covered from September 1 through August 31. For students entering Yale for the first time, readmitted students, and students returning from a leave of absence who have not been covered during their leave, YHP Hospitalization/Specialty Coverage begins on the day the dormitories officially open. A student who is enrolled for the fall term only is covered for services through January 31; a student enrolled for the spring term only is covered for services through August 31.

**Waiving the YHP Hospitalization/Specialty Coverage** Students are permitted to waive YHP Hospitalization/Specialty Coverage by completing a waiver form that demonstrates proof of alternate coverage. Waiver forms are available from the YHP Member Services Department. It is the student's responsibility to report any changes in alternate insurance coverage to the YHP Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under the YHP. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only.

**Revoking the waiver** Students who waive YHP Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the YHP Member Services Department by September 15 for the full year or fall term, or by January 31 for the spring term only. Students who wish to revoke their waiver during the term may do so, provided they show proof of loss of the alternate insurance plan and enroll within thirty days of the loss of this coverage. YHP premiums will not be prorated.

## YHP STUDENT TWO-PERSON AND FAMILY PLANS

A student may enroll his or her lawfully married spouse or same-gender domestic partner and/or legally dependent child(ren) under the age of nineteen in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include services described in both the YHP Basic Coverage and the YHP Hospitalization/Specialty Coverage. YHP Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by application. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site ([www.yale.edu/yhp](http://www.yale.edu/yhp)) and must be renewed annually. Applications must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

## YHP STUDENT AFFILIATE COVERAGE

Students on leave of absence or extended study, students paying less than half tuition, or students enrolled in the Eli Whitney Program prior to September 2007 may enroll in YHP Student Affiliate Coverage, which includes services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site ([www.yale.edu/yhp](http://www.yale.edu/yhp)) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

## YHP PRESCRIPTION PLUS COVERAGE

This plan has been designed for Yale students who purchase YHP Hospitalization/Specialty Coverage and student dependents who are enrolled in either the Two-Person Plan, the Student Family Plan, or Student Affiliate Coverage. YHP Prescription Plus Coverage provides protection for some types of medical expenses not covered under YHP Hospitalization/Specialty Coverage. Students are billed for this plan and may waive this coverage. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only. For a detailed explanation, please refer to the *YHP Student Handbook*.

### *Eligibility Changes*

**Withdrawal** A student who withdraws from the University during the first ten days of the term will be refunded the premium paid for YHP Hospitalization/Specialty Coverage and/or YHP Prescription Plus Coverage. The student will not be eligible for any YHP benefits, and the student's YHP membership will be terminated retroactive to the beginning of the term. The medical record will be reviewed, and any services rendered and/or claims paid will be billed to the student on a fee-for-service basis. At all other times, a student who withdraws from the University will be covered by YHP for thirty days following the date of withdrawal or to the last day of the term, whichever comes first. Premiums will not be prorated or refunded. Students who withdraw are not eligible to enroll in YHP Student Affiliate Coverage.

**Leaves of absence** Students who are granted a leave of absence are eligible to purchase YHP Student Affiliate Coverage during the term(s) of the leave. If the leave occurs dur-

ing the term, YHP Hospitalization/Specialty Coverage will end on the date the leave is granted and students may enroll in YHP Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term during which the leave is taken or within thirty days of the start of the leave. Premiums paid for YHP Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site ([www.yale.edu/yhp](http://www.yale.edu/yhp)). Premiums will not be prorated or refunded.

**Extended study or reduced tuition** Students who are granted extended study status or pay less than half tuition are not eligible for YHP Hospitalization/Specialty Coverage and YHP Prescription Plus Coverage. They may purchase YHP Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site ([www.yale.edu/yhp](http://www.yale.edu/yhp)). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

For a full description of the services and benefits provided by YHP, please refer to the *YHP Student Handbook*, available from the YHP Member Services Department, 203.432.0246, 17 Hillhouse Avenue, PO Box 208237, New Haven CT 06520-8237.

### *Required Immunizations*

**Measles (rubeola) and German measles (rubella)** All students who were born after December 31, 1956, are required to provide proof of immunization against measles (rubeola) and German measles (rubella). Connecticut state law requires two doses of measles vaccine. The first dose must have been given after January 1, 1969, *and* after the student's first birthday. The second dose must have been given after January 1, 1980. These doses must be at least 30 days apart. Connecticut state law requires proof of one dose of rubella vaccine administered after January 1, 1969, *and* after the student's first birthday. The law applies to all students unless they present (a) a certificate from a physician stating that such immunization is contraindicated, (b) a statement that such immunization would be contrary to the student's religious beliefs, or (c) documentation of a positive blood titer for measles and rubella.

**Meningococcus (meningitis)** All students living in on-campus housing must be vaccinated against meningococcal disease. The law went into effect in September 2002, meaning that all returning students who plan to live in University housing must be immunized or show proof of immunization within the last five years. Students who are not compliant with this law will not be permitted to register for classes or move into the dormitories for the fall term, 2008. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

*Note:* Students who have not met these requirements prior to arrival at Yale University must receive the immunizations from YHP and will be charged accordingly.

## RESOURCE OFFICE ON DISABILITIES

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related accommodations at Yale University contact the Resource Office by June 30. Special requests for University housing need to be made in the housing application. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is located in William L. Harkness Hall (WLH), Rooms 102 and 103. Access to the Resource Office is through the Cross Campus entrance to WLH. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. Voice callers may reach staff at 203.432.2324; TTY/TDD callers at 203.432.8250. The Resource Office may also be reached by e-mail ([judith.york@yale.edu](mailto:judith.york@yale.edu)) or through its Web site ([www.yale.edu/rod](http://www.yale.edu/rod)).

## OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support to Yale's international students, faculty, staff, and their dependents. OISS assists members of the Yale international community with all matters of special concern to them and serves as a source of referral to other university offices and departments. OISS staff provide assistance with employment, immigration, personal and cultural adjustment, and family and financial matters, as well as serve as a source of general information about living at Yale and in New Haven. In addition, as Yale University's representative for immigration concerns, OISS provides information and assistance to students, staff, and faculty on how to obtain and maintain legal status in the United States, issues the visa documents needed to request entry into the U.S. under Yale's immigration sponsorship, and processes requests for extensions of authorized periods of stay, school transfers, and employment authorization. All international students and scholars must register with OISS as soon as they arrive at Yale, at which time OISS will provide information about orientation activities for newly arrived students, scholars, and family members. OISS programs, like the international coffee hours, Community Friends hosting program, daily English conversation groups and conversation partners program, U.S. culture workshops, and receptions for newly arrived graduate students, postdocs, and visiting scholars, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. OISS welcomes volunteers from the Yale community to serve as hosts and as English conversation partners. Interested individuals should contact OISS at 203.432.2305.

OISS maintains an extensive Web site ([www.oiss.yale.edu](http://www.oiss.yale.edu)) with useful information for students and scholars prior to and upon arrival in New Haven. As U.S. immigration

regulations are complex and change rather frequently, we urge international students and scholars to visit the office and check the Web site for the most recent updates.

International students, scholars, and their families and partners can connect with OISS and the international community at Yale by subscribing to the following e-mail lists. OISS-L is the OISS electronic newsletter for Yale's international community. *YaleInternational E-Group* is an interactive list through which over 3,000 international students and scholars connect to find roommates, rent apartments, sell cars and household goods, find companions, and keep each other informed about events in the area. Spouses and partners of international students and scholars will want to get involved with the organization called International Spouses and Partners at Yale (ISPY), which organizes a variety of programs for the spouse and partner community. The *ISPY E-Group* is an interactive list of over 300 members to connect spouses, partners, and families at Yale. To subscribe to any list, send a message to [oiss@yale.edu](mailto:oiss@yale.edu).

Housed in the International Center for Yale Students and Scholars at 421 Temple Street, the Office of International Students and Scholars is open Monday through Friday from 8:30 a.m. to 5 p.m., except Tuesday, when the office is open from 10 a.m. to 5 p.m.; tel. 203.432.2305.

## INTERNATIONAL CENTER FOR YALE STUDENTS AND SCHOLARS

The International Center for Yale Students and Scholars, located at 421 Temple Street, across the street from Helen Hadley Hall, offers a central location for programs that both support the international community and promote cross-cultural understanding on campus. The center, home to OISS, provides a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9 p.m. on weekdays, the center also provides office and meeting space for student groups, and a space for events organized by both student groups and University departments. In addition, the center has nine library carrels that can be reserved by academic departments for short-term international visitors. For more information about the International Center, call 432.2305 or visit the center at 421 Temple Street.

## CULTURAL, RELIGIOUS, AND ATHLETIC RESOURCES

Two sources of information about the broad range of events at the University are the *Yale Bulletin & Calendar (YB&C)*, a newspaper printed weekly during the academic year, and the Yale Calendar of Events, an interactive calendar that can be found online at <http://events.yale.edu/opa>. The *YB&C*, which also features news about Yale people and programs, is available without charge at many locations throughout the campus and is sent via U.S. mail to subscribers; for more information, call 203.432.1316. The paper is also available online at [www.yale.edu/opa/yb&c](http://www.yale.edu/opa/yb&c).

The Yale Peabody Museum of Natural History contains collections in anthropology, mineralogy, oceanography, paleontology, and some aspects of geology.

The Yale University Art Gallery is known worldwide for its collections of American art, the Jarves Collection of early Italian paintings, the finds excavated at the ancient Roman city of Dura-Europos, the Société Anonyme Collection of early-twentieth-century

European and American art, and most recently the Charles B. Benenson Collection of African art. The gallery is both a collecting and an educational institution, and all activities are aimed at providing an invaluable resource and experience for the Yale and New Haven communities. Admission is free, and the gallery is open to the public six days a week.

The Yale Center for British Art houses an extraordinary collection of British paintings, sculpture, drawings, and books given to the University by the late Paul Mellon, Yale Class of 1929.

There are more than eighty endowed lecture series held at Yale each year on subjects ranging from anatomy to theology, and including virtually all disciplines.

More than four hundred musical events take place at the University during the academic year. These include concerts presented by students and faculty of the School of Music, the Department of Music, the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and other undergraduate singing and instrumental groups. In addition to graduate recitals and ensemble performances, the School of Music features the Philharmonia Orchestra of Yale, the Chamber Music Society at Yale, the Duke Ellington Series, the Horowitz Piano Series, New Music New Haven, Yale Opera performances and public master classes, and the Faculty Artist Series. The Institute of Sacred Music sponsors Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and numerous special events.

For theatergoers, Yale and New Haven offer a wide range of dramatic productions at the University Theatre, Yale Repertory Theatre, Yale Cabaret, Long Wharf Theatre, Palace Theater, and Shubert Performing Arts Center.

The religious and spiritual resources of Yale University serve all students, faculty, and staff. These resources are coordinated and/or supported through the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the Yale University Church at Battell Chapel, an open and affirming church; and Yale Religious Ministry, the on-campus association of clergy and nonordained representatives of various religious faiths. The ministry includes the Chapel of St. Thomas More, the parish church for all Roman Catholic students at the University; the Joseph Slifka Center for Jewish Life at Yale, a religious and cultural center for students of the Jewish faith; Indigo Blue: A Center for Buddhist Life at Yale; several Protestant denominational ministries and nondenominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Council, and the Muslim Student Association. Hours for the Chaplain's Office during the academic term are Monday through Friday, 8:30 a.m. to 5 p.m., as well as evenings Sunday through Thursday, 5 to 11. Additional information is available at [www.yale.edu/chaplain](http://www.yale.edu/chaplain).

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; the David Paterson Golf Technology Center; and other rooms devoted to fenc-

ing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance (ballet, jazz, modern, and ballroom), martial arts, yoga and pilates, aerobic exercise, and sport skills are offered throughout the year. Yale undergraduates and graduate and professional school students may use the gym at no charge throughout the year. Academic term and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, alumni, and student spouses.

During the year various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, the Yale Outdoor Education Center in East Lyme, the Yale Tennis Complex, the Yale Polo and Equestrian Center, and the Golf Course at Yale. Students, faculty, employees, students' spouses, and guests of the University may participate at each of these venues for a modest fee. Up-to-date information on hours and specific costs at all these recreational facilities can be obtained from the Sport and Recreation Office (203.432.1431). Please check the Yale Athletics Web site (<http://yalebulldogs.collegesports.com>) for more information concerning any of these recreational facilities and programs.

Approximately fifty-five club sports and outdoor activities come under the jurisdiction of the Office of Outdoor Education and Club Sports. Many of these activities are open to graduate and professional school students. Yale faculty, staff, and alumni, and nonaffiliated groups may use the Yale Outdoor Education Center (OEC). The center consists of two thousand acres in East Lyme, Connecticut, and includes overnight cabins and campsites, a pavilion and dining hall, and a waterfront area with a supervised swimming area, rowboats, canoes, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC season extends from the third weekend in June through Labor Day and September weekends. For more information, telephone 203.432.2492 or visit the Web page at <http://yalebulldogs.collegesports.com> (click on Sports Rec, then on Outdoor Education).

Throughout the year, Yale University graduate and professional school students have the opportunity to participate in numerous intramural sports activities. These seasonal, team-oriented activities include volleyball, soccer, and softball in the fall; basketball and volleyball in the winter; softball, soccer, and volleyball in the spring; and softball in the summer. With few exceptions, all academic-year graduate-professional student sports activities are scheduled on weekends, and most sports activities are open to competitive, recreational, and coeducational teams. More information is available from the Intramurals Office in Payne Whitney Gymnasium, 203.432.2487, or online at <http://yalebulldogs.collegesports.com>.

## LIBRARIES

The Yale University Library consists of the central libraries – Sterling Memorial Library, the Cross Campus Library, the Beinecke Rare Book and Manuscript Library, and the Seeley G. Mudd Library – and thirty school and department libraries, as well as small collections within each of the twelve residential colleges. Second-largest among the university libraries in the United States, the Yale University Library contains more than 12.5 million volumes, half of which are in the central libraries. Students have access to the collections in all the libraries at Yale.

# The Work of Yale University

The work of Yale University is carried on in the following schools:

**Yale College** Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

For additional information, please write to the Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234; tel., 203.432.9300; e-mail, [student.questions@yale.edu](mailto:student.questions@yale.edu); Web site, [www.yale.edu/admit/](http://www.yale.edu/admit/)

**Graduate School of Arts and Sciences** Courses for college graduates. Master of Arts (M.A.), Master of Engineering (M.Eng.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

For additional information, please visit [www.yale.edu/graduateschool](http://www.yale.edu/graduateschool), write to [graduate.admissions@yale.edu](mailto:graduate.admissions@yale.edu), or call the Office of Graduate Admissions at 203.432.2771. Postal correspondence should be directed to the Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323.

**School of Medicine** Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Courses in public health for qualified students. Master of Public Health (M.P.H.), Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

For additional information, please write to the Director of Admissions, Office of Admissions, Yale School of Medicine, 367 Cedar Street, New Haven CT 06510; tel., 203.785.2643; fax, 203.785.3234; e-mail, [medical.admissions@yale.edu](mailto:medical.admissions@yale.edu); Web site, <http://info.med.yale.edu/education/admissions/>

For additional information about the School of Public Health, please write to the Director of Admissions, Yale School of Public Health, PO Box 208034, New Haven CT 06520-8034; e-mail, [eph.admissions@yale.edu](mailto:eph.admissions@yale.edu); Web site, <http://publichealth.yale.edu/>

**Divinity School** Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please write to the Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511; tel., 203.432.5360; fax, 203.432.7475; e-mail, [divinity.admissions@yale.edu](mailto:divinity.admissions@yale.edu); Web site, [www.yale.edu/divinity/](http://www.yale.edu/divinity/). Online application, <https://apply.divinity.yale.edu/apply/>

**Law School** Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215; tel., 203.432.4995; e-mail, [admissions.law@yale.edu](mailto:admissions.law@yale.edu); Web site, [www.law.yale.edu/](http://www.law.yale.edu/)



Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). For additional information, please write to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215; tel., 203.432.1696; e-mail, [gradpro.law@yale.edu](mailto:gradpro.law@yale.edu); Web site, [www.law.yale.edu/](http://www.law.yale.edu/)

**School of Art** Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please write to the Office of Academic Affairs, Yale School of Art, PO Box 208339, New Haven CT 06520-8339; tel., 203.432.2600; e-mail, [artschool.info@yale.edu](mailto:artschool.info@yale.edu); Web site, <http://art.yale.edu/>

**School of Music** Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

For additional information, please write to the Yale School of Music, PO Box 208246, New Haven CT 06520-8246; tel., 203.432.4155; fax, 203.432.7448; e-mail, [gradmusic.admissions@yale.edu](mailto:gradmusic.admissions@yale.edu); Web site, [www.yale.edu/music/](http://www.yale.edu/music/)

**School of Forestry & Environmental Studies** Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.), Doctor of Philosophy (Ph.D.).

For additional information, please write to the Office of Admissions, Yale School of Forestry & Environmental Studies, 205 Prospect Street, New Haven CT 06511; tel., 800.825.0330; e-mail, [fesinfo@yale.edu](mailto:fesinfo@yale.edu); Web site, <http://environment.yale.edu/>

**School of Architecture** Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.).

For additional information, please write to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242; tel., 203.432.2296; e-mail, [gradarch.admissions@yale.edu](mailto:gradarch.admissions@yale.edu); Web site, [www.architecture.yale.edu/](http://www.architecture.yale.edu/)

**School of Nursing** Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Philosophy (Ph.D.).

For additional information, please write to the Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; tel., 203.785.2389; Web site, <http://nursing.yale.edu/>

**School of Drama** Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

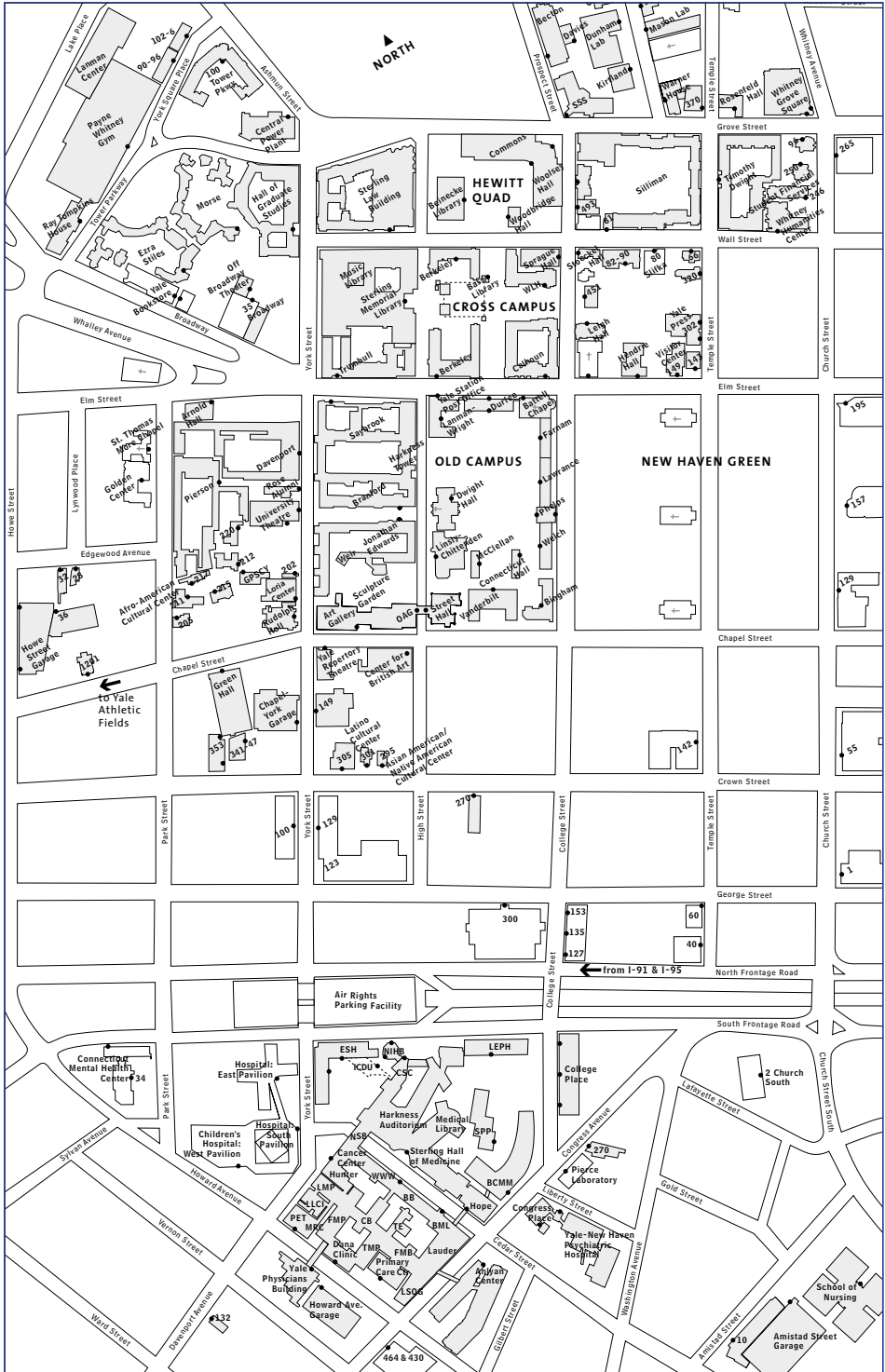
For additional information, please write to the Admissions Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; tel., 203.432.1507; e-mail, [ysd.admissions@yale.edu](mailto:ysd.admissions@yale.edu); Web site, [www.drama.yale.edu/](http://www.drama.yale.edu/)

**School of Management** Courses for college graduates. Professional degree: Master of Business Administration (M.B.A.).

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, New Haven CT 06520-8200; tel., 203.432.5635; fax, 203.432.7004; e-mail, [mba.admissions@yale.edu](mailto:mba.admissions@yale.edu); Web site, <http://mba.yale.edu/>



# YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



# Travel Directions

The School of Management is located at 135 Prospect Street on the Yale University campus in New Haven, Connecticut. Metered parking is available on Prospect and Sachem streets and on Hillhouse Avenue, in the vicinity of the School. Temporary parking passes for Yale parking lots may be obtained from Yale Parking Services, 2 Whitney Avenue, Room 105 (Lobby), between 8 a.m. and 3:45 p.m. on weekdays (203.432.9790).

## BY CAR

The best way to reach the School when driving from any direction is via Trumbull Street, Exit 3, I-91. Drive west on Trumbull Street, crossing Orange Street and Whitney and Hillhouse avenues, to Prospect Street. Turn right onto Prospect Street and drive north one block. The School is located on the southeast corner of Prospect and Sachem streets.

**From New York and points south on I-95** Upon reaching New Haven, bear left onto I-91; continue north on I-91 a short distance to Exit 3.

**From New York via the Merritt Parkway** Cross over to I-95 at Milford (Exit 54); at New Haven, bear left onto I-91 and continue to Exit 3.

**From Tweed-New Haven Airport and points east** Take I-95 South. Upon reaching New Haven, turn right onto I-91; go north a short distance to Exit 3.

**From Hartford and points north** Drive south on I-91 to Exit 3.

## BY AIR

Tweed–New Haven Airport is served by USAirways (800.428.4322). Local taxi service, Metro Cab (203.777.7777), is available at the airport, as are car rentals. Connecticut Limousine Service (800.472.5466) to New Haven is available from Bradley, Kennedy, LaGuardia, and Newark airports.

## BY TRAIN

Amtrak or Metro-North to New Haven. Taxi service is available from the New Haven train station to the Yale campus.

The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or gender identity or expression.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, veterans of the Vietnam era, and other covered veterans.

Inquiries concerning these policies may be referred to the Office for Equal Opportunity Programs, 104 William L. Harkness Hall, 203.432.0849.

In accordance with both federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. Upon request to the Office of the Secretary of the University, PO Box 208230, New Haven CT 06520-8230, 203.432.2310, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student.

*For all other matters related to admission to the Yale School of Management, please telephone the Admissions Office, 203.432.5635.*

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