

February 2009:
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This newsletter is for all instructors using one of McGraw-Hill's six management textbooks.

The purpose of this newsletter is to provide you with the tools and resources necessary to stay on the cutting-edge in the classroom.

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Table of Contents:

In the Trenches	1
Hot Topics	2
Author's Corner	4
Tips: In-Class	5
Ideas: Course Design	6
Executive Summaries	7

In The Trenches: "Hole in the Wall"

[Dr. Sugata Mitra*](#) (1), Chief Scientist at NIIT and now professor of education technology at New Castle University (UK), has developed the project "Hole in the Wall" to prove that people can teach themselves and others with motivation, curiosity, and peer interest.

Dr. Mitra and his colleagues placed computers and touch pad in a hole in a wall. [In the beginning](#) (2), he used stacks of CDs that could be inserted into the computer. Later, he built a kiosk that contained a state of the art computer with high-speed Internet access. For example, they placed the kiosk in a slum in New Delhi with a hidden camera placed in a near-by tree filming what the villagers would do. Here are some of his findings:

- Without instruction, mostly children began learning how to get on-line.
- They learned the fundamentals for browsing and drawing.
- Impromptu learning groups were formed.
- A new vocabulary was created (e.g., "sui" or needle was used to describe the cursor).
- Two keys seemed to pervade the learning – curiosity and learning by watching their peers.
- Few adults used or attempted to use the computer, although parents thought it was very good for the children.

In one talk, Dr. Mitra tells a story of dropping one computer in a remote village and coming back three months later. When the children see him (he has this on video), they in English ask of him, "we need a faster processor and a mouse."

[See Dr. Mitra's talk on Ted here](#)  (3)

He called his findings "[Minimally Invasive Education](#) (4)" which refers to [learning in unsupervised environments](#) (5). Is it possible to create experiences in the Principles of Management classroom that foster the kind of curiosity where the students learn together? Nicholas Negrophonte of MIT calls this a "Shared Blackboard."



Curiosity on the first day.

*Be sure to check Internet hyperlinks as many are date sensitive and may have changed since this newsletter published.





Hot Topics

Current Events

[Bad Christmas. So Borders Brooms The Corner Offices](#) (6). After a disappointing Christmas season, Ann Arbor-based Borders Group Inc. broomed its senior management Monday, appointing a new CEO, CFO, marketing chief and administrative chief.


[MIT Management Pub's New Site to Redefine the "Innovation Conversation" Between Thought Leaders and Managers.](#) (7) "This isn't about 'inventions' -- you can find news about new gizmos anywhere -- but is instead about how to manage and lead so that inventions happen," says Michael Hopkins, Editor-in-Chief.

[Steve's Health: Can We Please Move On Now?](#) (8) Why would any company with a healthy, living CEO disclose its succession plans? Since Apple is a company that brings its own share of needless drama, every move Steve makes would be seen against the backdrop of whether or not the designated successor, whoever it might be, agrees.

[After the Madoff Scandal.](#) (9) The Bernard Madoff scandal could make investors more appreciative of mutual funds -- as opposed to products only available to the affluent -- and has led some investors to ask more questions of their advisers.

[SAG leadership still pressing for strike OK.](#) (10) In a statement posted on the union website, Allen asks the question and then provides his own answer. "How can we be asked to authorize the National Board to call a TV/Theatrical strike in this time of economic crisis?"

[Talbott Hotel Earns Membership In Green Power Leadership Club.](#) (11) After becoming one of five hotels in Chicago to be awarded the Green Seal Certification, The Talbott Hotel has been bestowed membership to the 2008 Green Power Leadership Club by the United States Environmental Protection Agency. This award is in recognition of its exemplary environmental leadership.

[Investigators Begin Probe of US Airways Crash](#) (12), [Flight 1549](#)  (13). Investigators are beginning their search of the US Airways jetliner that was successfully landed in the Hudson River by the captain, Chesley B. "Sully" Sullenberger III. All 155 passengers made it out alive. The pilot believed he had flown into a flock of seagulls shortly after takeoff, which caused both engines to fail. People were amazed at the captain's leadership, the calm of the crew and passengers, and the quick action of the city to respond.

[A New Menace to the Economy: 'Zombie' Debtors](#) (14). Zombies are debtors that have little hope of recovery but manage to avoid being wiped out thanks to support from their lenders or the government. Some zombie companies out there are: Citigroup, AIG, and GM.

"Why would a company with a healthy, living CEO disclose its succession plans?"




Hot Topics Continued

Research




[Top 10 project management trends for 2009.](#) (15) Identified by a global panel of ESI's veteran consultants and senior management, these trends point to organizational need for expertise while coping with tighter budgets, fewer financial and human resources, and change. The forecast suggests where project management will focus in 2009 to drive project and organizational success.


[Compassion.](#)  (16) On TED, Daniel Goleman, psychologist and award-winning author of Emotional Intelligence and other books on EI, challenges traditional measures of intelligence as a predictor of life success. Those seen as stars at work – they go to people - are those who are high in EI not necessarily in Academic Intelligence.


[2005 SOM/HP Leadership Survey Results on Negotiating Conditions for Leadership Success.](#) (17) Contrary to popular belief—that women fail to seize leadership opportunities or position themselves to succeed as leaders—the women in this study were savvy about what they needed to succeed and then asked for these things.

[Informational Interviews.](#) (18) Here's a startling statistic: One out of every 200 resumes (some studies put the number as high as 1,500 resumes) results in a job offer. One out of every 12 informational interviews, however, results in a job offer. Check out this link to a great website Quintessential Careers. It's a good link to give to your students.

Movies, DVDs and Television

[The Bucket List.](#)  (19) A cool movie based on the idea of creating a list of things to do before you die. Consider asking your class to make their bucket list. Then, show the movie clip. Ask them to add a few more items, share it in pairs or with their group, and post their list to a discussion board.

[The FedEx Story.](#)  (20) Fred Smith, founder and CEO of FedEx, came up with the idea for the company based on a paper he wrote while he was at Yale. After completing his paper he says: "Then I sort of let that (the paper) lie. I didn't get a particularly good grade on it, as I recall. I don't think it was prescient, or brilliant in any respect. When I graduated from Yale in 1966, I went into the service, like a great percentage of my classmates at that time. The Vietnam War had begun in earnest, and I spent four and a half years in the Marine Corps. That's when I sort of crystallized the idea for FedEx on the supply side, how to solve the problem that had been identified in that paper. He goes on to make a strong connection between the strategy and structure of the organization as it relates to social and economic trends.

[Blue-Eyed Brown-Eyed.](#)  (21) This is one of the most requested programs in FRONTLINE's history. It is about an Iowa schoolteacher who, the day after Martin Luther King Jr. was murdered in 1968, gave her third-grade students a first-hand experience in the meaning of discrimination. This is the story of what she taught the children, and the impact that lesson had on their lives. [The facilitators guide.](#) (22)



Author's Corner



Steven H. Cady, Ph.D.
Newsletter Editor

Question: How did you come to be the editor for this newsletter?

This past year, I attended a MH retreat with other management faculty. It was a very informative and enjoyable experience. I came to appreciate MH and their editorial team. They contacted me to see if I would be interested in doing the newsletter. For me, the challenge is to balance my teaching, research, and service - along with my external work. My reason for accepting the opportunity is because I believe it will help me to dig deeper in my own teaching of management and open new possibilities down the road with MH.

Question: What do you see as the main focus of the newsletter?

Kim, the editorial assistant, and I reviewed a variety of newsletters, talked the MH editorial team, and then brainstormed ourselves. We came up with a purpose for the newsletter and four main outcomes.

Purpose - to bring management to life for the instructors and students who use the MH line of textbooks. Outcomes:

- To enrich the instructor's toolkit of teaching ideas.
- To provide snippets of the latest events, research, and cases.
- To open new avenues for instructors to develop their teaching skills.
- To promote MH as a cutting-edge publisher with whom instructors want to affiliate.

There will be 10 installments of the newsletter over the 2009 year. You will be able to get them from the MH website as well. Just go to this link www.mheducation.com (23).

Question: What is your background and areas of expertise?

I graduated with my undergrad in Finance in 1987. I then worked in and eventually ran a cargo airline that flew to Central America. At about 26, I decided I wanted to work in the area of motivation and performance - conducting research, educating, and consulting. I went back to school and got my MBA at the University of Central Florida and then on to FSU to get my Ph.D. in Organizational Behavior. My focus is on motivation theories and more specifically on social cognition. I'm currently working on a theory of passion. Bowling Green State University hired me out of FSU in 1996 to be part of their faculty in the Master of Organizational Development program. This opened a whole new world for me. In addition to my micro focus on motivation, I have now added a focus on whole system change (e.g., large group methods, large scale change, etc.). I develop one of the first graduate courses on the topic starting in 1996. Since then, I have co-authored a book on the topic *The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems*. The course I teach is titled *Engaging Whole Systems* (the original title in 1996 was *Large Scale Change*). My aim is to help establish Whole System Change as a new field of scholarship and practice.

Question: How can readers of the newsletter get involved?

That is a great question (LOL - who asked that?). There are a few ways:

1. We are looking for great teaching ideas - new technology, great resources, case studies, book reviews, etc.
2. If you have a suggestion for improvement to the newsletter, please email us.
3. Anything that you may wish to contribute or a possibility we are not seeing, please let us know.

For all three above, email to Anke at anke_weekes@mcgraw-hill.com.

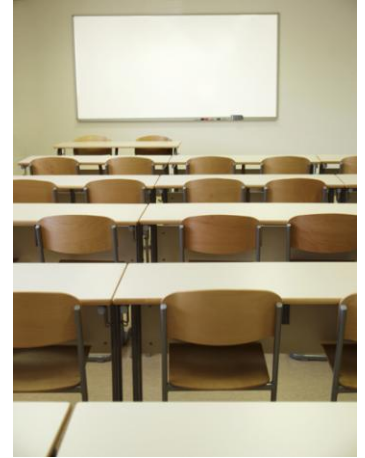


*"I develop one of the first graduate courses on large-scale change starting in 1996. Since then, I have co-authored a book on the topic *The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems*."*

Tips: In-Class

It's the first week or two of class, here are some tips you might want to consider. This is a highlight from [101 tips by Joyce T. Powlacs](#), (24) Teaching and Learning Center, University of Nebraska-Lincoln.

- Hit the ground running on the first day of class with substantial content.
- Give an assignment on the first day to be collected at the next meeting.
- Tell students how much time they will need to study for this course.
- Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is wanted and when it is forbidden.
- Find out about students' jobs; if they are working, how many hours a week, and what kinds of jobs they hold.
- Greet students at the door when they enter the classroom.
- Start the lecture with a puzzle, question, paradox, picture, or cartoon on slide or transparency to focus on the day's topic.
- Elicit student questions and concerns at the beginning of the class and list these on the chalkboard to be answered during the hour.
- Have students write out their expectations for the course and their own goals for learning.
- Share your philosophy of teaching with your students.
- Conduct a "living" demographic survey by having students move to different parts of the classroom: size of high school. Rural vs. urban. Consumer preferences...
- Let your students see the enthusiasm you have for your subject and your love of learning.
- Reward behavior you want: praise, stars, honor roll, personal note.
- Organize. Give visible structure by posting the day's "menu" on chalk- board or overhead.
- Use multiple media: overhead, slides, film, videotape, audio tape, models, and sample material.
- Have students apply subject matter to solve real problems.
- Invite students to critique each other's essays or short answer on tests for readability or content.
- Give students a take-home problem relating to the days lecture.
- Set up a buddy system so students can contact each other about assignments and coursework.
- Find out about your students via questions on an index card.
- Arrange helping trios of students to assist each other in learning and growing.
- Assign a team project early in the semester and provide time to assemble the team.
- Solicit suggestions from students for outside resources and guest speakers on course topics.



“Hit the ground running on the first day of class with substantial content.”

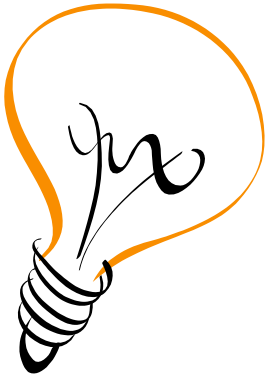


Ideas: Course Design

Incorporating Video


Are you looking for some fast “real time” ways to incorporate video? These days, you can find a video on almost anything. You can use them to help you, to help your students, or to demonstrate a point. Even on the fly before a class you can incorporate a video in the classroom. Here are three websites to find good videos:

- www.ted.com (25)
- www.youtube.com (26)
- [Google Videos](https://www.google.com/videos/) (27)



Google Calendar

Have you thought of using Google calendar to help you out in your classroom? Google calendar is great because it allows for a variety of applications and connections with your students. It allows you to keep track of important dates, events and any other item of relevance pertaining to the semester. You can connect it to your calendar on your phone and make changes on the fly. Students can subscribe to the calendar and it will send reminders to them (email and text messages), along with update or modifications that you make. For more information you and your students can use, here are some links to help you:

- Go to [Google Calendar](https://www.google.com/calendar/) page and take the tour (28)
- Check out what [Wikipedia](https://en.wikipedia.org/wiki/Google_Calendar) has to say about the calendar.
- Here is a YouTube tutorial - [Google Calendar tutorial](https://www.youtube.com/watch?v=...)  (29)

Student Panels

Invite students from previous semesters to visit your class at key times. This is called Peer Coaching or [Peer Tutoring](https://en.wikipedia.org/wiki/Peer_tutoring). (30) The best example is to have students who were top performers or who turned it around during the semester. Consider having whole teams come to visit the class. Be sure to prepare the panels in advance. Give them questions and have them share their answers with you so that they are prepared. Have them answer questions like:

- What did I learn from the class?
- What would I do differently?
- How much time and energy is required?
- What makes for a great team member?
- What makes for a great team?
- What are my tips for success – top DOs and DON'Ts?

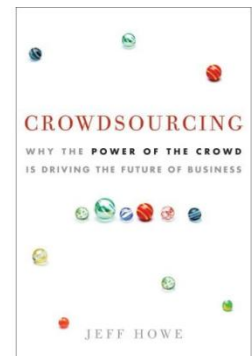
This will add credibility to your course design, ease tension, give hope, and encourage the students to get on board sooner than later.

Executive Summaries

[Crowdsourcing: Why the Power of the Crowd is Driving the Future of Business](#) (31)

By: [Jeff Howe](#)  (32)

- Jeff Howe reveals that the crowd is more than wise—it's talented, creative, and stunningly productive. Crowdsourcing activates the transformative power of today's technology, liberating the latent potential within us all.
- One of the most intriguing ideas of Crowdsourcing is that the knowledge to solve intractable problems—a cure for cancer, for instance—may already exist within the warp and weave of this infinite and, as yet, largely untapped resource.
- Crowdsourcing has triggered a dramatic shift in the way work is organized, talent is employed, research is conducted, and products are made and marketed.
- How were a bunch of part-time dabblers in finance able to help an investment company consistently beat the market? Why does Procter & Gamble repeatedly call on enthusiastic amateurs to solve scientific and technical challenges? How can companies as diverse as iStockphoto and Threadless employ just a handful of people, yet generate millions of dollars in revenue every year?
- The blueprint for Crowdsourcing originated from a handful of computer programmers who showed that a community of like-minded peers could create better products than a corporate behemoth like Microsoft.
- The very concept of Crowdsourcing stands at odds with centuries of practice. Yet, for the digital natives soon to enter the workforce, the technologies and principles behind Crowdsourcing are perfectly intuitive.
- Crowdsourcing, just now starting to emerge, will in a short time simply be the way things are done.



“The amount of knowledge and talent dispersed among the human race has always outstripped our capacity to harness it. Crowdsourcing – corrects that – but in doing so, it also unleashes the forces of creative destruction.”

Classroom Applications

Activity

- Have your class organize into similar professions and have them come up with a plan for leveraging principles of Crowdsourcing for an organization in their industry.
- Have them brainstorm their list of ideas (use this opportunity to teach principles of brainstorming).

Questions for Discussion


1. What are your reactions to these ideas?
2. What are you curious to know more about?
3. How will Crowdsourcing affect your future?



Executive Summaries

[Microtrends: The Small Forces Behind Tomorrow's Big Changes](#) (33)

By: [Mark J. Penn](#)  (34)

- Mark Penn, the man who coined the term “Soccer Moms”, is known for his ability to detect small patterns of behavior in our culture—microtrends. He defines microtrends as: “the idea that the most powerful forces in our society are the emerging, counterintuitive trends that are shaping tomorrow right before us.”
- **Love, Sex, and Relationships:** 5 microtrends are identified, they are: sex-ratio singles, cougars, office romancers, commuter couples, and internet marrieds. Sex-ratio singles deals with the fact of being left out. Penn reports that it is actually women who are being left out due to the fact that there are less single men between the ages of 18-49.
- **Work Life:** 5 microtrends are identified, they are: working retired, extreme commuters, stay-at-home workers, wordy women, and ardent amazons. Wordy women deals with the fact that more women are going into word-based professions. Penn refers to TV news anchors, the role that was once dominated by Ted Koppel and Dan Rather, now has Katie Couric in one of the most coveted anchor positions.
- **Technology:**  (35) **4** microtrends are identified: social geeks, new luddites, tech fatales, and car-buying soccer moms. New luddites refers to a specific group of people who are protesting the Internet. Penn reports that the luddites are young, urban, and employed. One in 4 said they stopped using the Internet because it was boring and un-useful.



“Microtrends reflects the human drive toward individuality, while conventional wisdom often seeks to drive society toward the lowest common denominator.”

Classroom Applications

Activity

- [Which 1% are you?](#) (36) You can have your student’s login to their Facebook account and they can take the quiz to find out which microtrend they are.
- Have your students develop their own microtrend for the class.

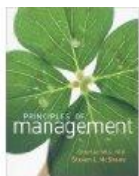
Questions for Discussion

1. What trend jumps out at you that have implications for our world? Explain/say more
2. What questions of understanding do you have?
3. What is 1 decision you could/would make about your future based on these trends.



Topics	Bateman 8e	Bateman M 1e	Hill 1e	Jones 6e	Jones Ess 3e	Kinicki 4e
In the Trenches	Ch.1,2,6,8,9,11,12,13	Ch.2,4,6,11,12,14,15,17,18	Ch.2,4,7,10,12,13,17,18	Ch.1,2,3,4,5,9,10,13	Ch.3,4,5,6,7,8,10,13,14,18	Ch.1,3,4,5,7,8,10,11,13
Current Events	Ch.1,2,3,5,9,10,11,12,14	Ch.1,3,5,6,7,11,12,13,15,17	Ch.1,4,5,6,7,8,15,16,17,18	Ch.2,3,5,6,8,10	Ch.1,3,4,5,6,7,13,14,17,18	Ch.3,7,11,12,14,
Research	Ch.1,9,10,12,14	Ch.1,3,12,13,15,17,18	Ch.1,5,16,17,18	Ch.2,5,9,10,13	Ch.1,3,7,13,14,18	Ch.2,10,11,14
Movies,DVDs, TV	Ch.1,2,4,5,9,10,11,12,14	Ch.1,3,4,7,8,12,13,14,15,17,18	Ch.1,3,5,6,7,8,16,17,18	Ch.1,2,5,6,9,10,13	Ch.1,3,7,8,13,14,16,17,18	Ch.1,2,5,6,11,13,14
Tips:In Class	Ch.1,4,6,10,11,12	Ch.1,4,8,12,13,14,15	Ch.1,5,6,8,11,17	Ch.5,9,10,11,13	Ch.1,7,13,14,15,16,18	Ch.2,5,7,12,13
Ideas:Course Design	Ch.1,6,9,10,11,12,14	Ch.1,8,12,13,14,15,17,18	Ch.1,5,8,11,17,18	Ch.1,5,9,11,13	Ch.1,7,13,14,15,16,18	Ch.5,7,13,15
Executive Summaries	Ch.1,2,4,9,10,11,12,14	Ch.1,4,7,12,13,14,15,17,18	Ch.1,2,5,14,16,17,18	Ch.1,2,4,5,9,10,11,13	Ch.1,3,6,7,13,14,16,18	Ch.2,8,10,11,14

This newsletter supports the following Principles of Management texts:



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Bateman, T. & Snell, S. (2009). *Management: Leading & Collaborating in the Competitive World (8th Ed.)*. New York, NY: McGraw-Hill/Irwin.



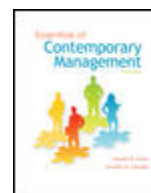
Bateman, T. & Snell, S. (2009). *Management (1st Ed.)*. New York, NY: McGraw-Hill/Irwin.

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Please go to www.mhhe.com for a complete list of titles offered by McGraw-Hill/Irwin.



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