

Conduct Guidelines

CS 4900/4901/4902 -- Technology and Innovation

4/1/04

This course is concerned with innovation practices, which lie at the intersection of the larger domains of technology, innovation, and leadership. Our objective is to help you learn practices for producing innovation with software technology. In the process of building systems, we are also building teams, trust, and dependability. We are designing new practices for communities. To do this, we listen to customers and communities for breakdowns and incongruities. Teams, trust, dependability, listening, mobilizing -- these are all human practices that complement our technical skills with systems.

The process and practice of innovation are unfamiliar to many. For this reason, innovations often appear as fortuitous accidents. But if you look at it the right way, you can see the process and you can engage with it systematically. We will teach you not only the process and practice of innovation, but the language and vocabulary needed to engage with it effectively.

A substantial part of our work will be interactive scenarios in which you engage in certain practices under our guidance. These practices are part of the larger set of practices of innovation. At the conclusion of each practice session, we will discuss what we have learned from our experience and engagement with the practices, and we will discuss the connection between the practice and your work as an innovator.

As we do this, we ask that you observe four ground rules.

Confidentiality. Our practice sessions and discussions will promote personal interaction. Class members may reveal information about themselves that they would not share outside our group. We ask you to maintain confidentiality of any personal information revealed to you by anyone during our course. We also ask that anything you do say about the course is not attributable to anyone who took part.

Giving Feedback. We will frequently ask for you to give feedback to others who have spoken to the group. The feedback is intended to help them see how what they say affected you, so that they might be more effective next time. Focus your feedback on how what the person said or did affected you. Don't speak about how it might have

affected others; you really don't know and can't speak for them. Don't offer them advice. The idea is to disclose what happened for you.

No coaching. Your instructors are experienced teachers and coaches in the subject matter of the course. They will occasionally offer you coaching. You do not have general permission to coach each other. If someone in the class offers you coaching that you do not want, interrupt them and say, "no coaching please." If you have an assessment or coaching that you want to share with another, ask their permission first.

Appreciation. Our group contains an extraordinary diversity of ethical and cultural backgrounds and worldviews. We ask that you respect these qualities. Listen to the others with genuine curiosity about their perspectives and how they see the world. When giving feedback, mention the things they did that you appreciated, not just the things that did not work for you.

Joint Learning. The class learning community -- that is, we help each other learn. Much of what we will learn cannot be learned by reading books and articles. It can only be learned by doing. We ask that you give your full participation, even when you don't know exactly what you are doing or whether you are doing it "right". You can't tell if you know how to do it until you try; and trying reveals what you need to learn. When you work with a partner, always look to help your partner learn; it is not a competition where one of you must win.