

CORNELL NOTE-TAKING STRATEGY

T₂L

Which option below do you find easiest to read/ review?

OPTION 1:

- Escalation of commitment is the tendency to repeat an apparently bad decision or allocate more resources to a failing course of action
- Costs different organizations and governments a lot of money in spite of clear warnings, i.e. "The Concorde Fallacy"
- Organizational behaviour scholars have identified several reasons for this, including: self-justification, gambler's fallacy, perceptual blinders, and closing costs
- Self-justification: don't want to be seen in a negative light
- Gambler's fallacy: underestimating the risk or overestimating the probability of success
- Perpetual Blinders: not seeing the problem soon enough
- Closing costs: large financial penalty for terminating a project
- Minimize escalation by separating decision choosers and evaluators
- Establish a breaking point or pre-set level
- Have systematic and clear feedback
- Have several people involved

OPTION 2:

What is Escalation of Commitment?

What causes it?

What are ways to minimize its impact?

Evaluating Decision Outcomes (2) Escalation of Commitment

Definition: Continuing a bad decision, or giving more resources to a failing project or course of action, (See page 312 for example).

Causes of Escalating Commitment (4):

1. Self-Justification (saving face)
2. Gambler's Fallacy (underestimate risk or overestimate success)
3. Perceptual Blinders (don't see problems quickly)
4. Closing Costs (too costly to drop out of project)

Ways to Minimize Poor Decision Outcomes:


1. Separate decision choosers from decision evaluators
2. Establish a pre-set level at which a decision is dropped or re-evaluated
3. Find a source of systematic/ clear feedback
4. Have several people involved

If you chose Option 2, then you chose the Cornell Note-Taking method. **The Cornell Method of Note-taking provides a systematic format for condensing and organizing notes without laborious recopying.**

Method

- ☐ Divide your paper with a 2 ½ inch margin on the left, leaving a 6 inch area on the right, in which to take notes;
- ☐ During class, take down information in the 6 inch area;
- ☐ When the Professor moves to a new point, skip a few line before continuing your note-taking;
- ☐ After class, complete phrases and sentences as much as possible;
- ☐ For key words or phrases, write a cue in the left, 2 ½ margin.

Your notes would then look something like this image, below:

<u>Title of Topic</u>	
<u>Key Words or Phrases</u> <ul style="list-style-type: none"> •  Write cues here • • 	<u>Main Body of Notes</u> <ul style="list-style-type: none"> • • • <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> During class, take down information in this 6 inch area </div>
<u>Summary</u> <input type="checkbox"/> After class, use this space (bottom 2 inches of the page) to summarize the notes you took during the lecture.	

Advantages

Organized and systematic for recording and reviewing notes. Easy format for pulling out major concepts and ideas. Simple and efficient. Saves time and effort. It's a "do-it-right-in-the-first-place" system that's easy to use **in any lecture situation.**

CORNELL NOTE-TAKING STRATEGY

T₂L

Example

Title of Topic: How to Use the Cornell Method of Note-Taking

2.50 inches for Cue Column ←-----→	6.00 inches for Note-taking Column ←-----→
Key Words or Phrases	Main Body of Notes
What is the Cornell Method of Note-Taking?	<input type="checkbox"/> The Cornell Method of Note-taking provides a systematic format for condensing and organizing notes without laborious recopying.
Method	<input type="checkbox"/> Divide your paper with a 2 ½ inch margin on the left, leaving a 6 inch area on the right, in which to take notes; <input type="checkbox"/> During class, take down information in the 6 inch area; <input type="checkbox"/> When the Professor moves to a new point, skip a few line before continuing note-taking. This gives you some space to return to your notes, and add anything that may have been missed, later; <input type="checkbox"/> After class, complete phrases and sentences as much as possible; <input type="checkbox"/> For key words or phrases, write a cue in the left, 2 ½ margin; <input type="checkbox"/> After class, use the bottom 2 inches of the page to summarize notes taken on the page above.
Advantages	<input type="checkbox"/> Organized and systematic for recording and reviewing notes; <input type="checkbox"/> Easy format for pulling out major concepts and ideas; <input type="checkbox"/> Simple and efficient; saves time and effort. "Do-it-right-in-the-first-place" system.
When to Use	<input type="checkbox"/> In any lecture situation.
Summary <input type="checkbox"/> Once done, your notes should look like this page. <input type="checkbox"/>	