

## Fall 2024 Syllabus

### MENG 540.07: Management in High-Tech Industries

Wednesday 8:30 am – 11:15 am, Wilkinson 136

## Instructor

Prof. Luis E. Morales

Title: Executive in Residence

Affiliation: Pratt School of Engineering

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## Background:

- Executive Director of MEM Program (July 2021 through July 2024)
- 7 years as faculty at Duke's Master of Engineering Management (MEM) program. Designed and teach three courses:
  - Software Quality Management, EGRMGMT 575
  - Using Real Time Data to Improve Customer Experience, EGRMGMT 579
  - Python for Data Science Bootcamp, AIPI 503
- Teaching Management in High Tech Industries - MENG 540
- Co-teaching MEM seminar
- Visiting Faculty at Duke Kunshan University (Spring 2020). Taught two sections of STATS-102 'Introduction to Data Science'
- Prior to Duke served 28 years in various engineering leadership roles in technology industry:
  - 13 years at Cisco Systems in North Carolina
  - 15 years at AT&T Labs in New Jersey
- ✓ In 2018, started consulting practice (Calu Consulting LLC) helping clients use data to improve customer experience and product quality
- Co-author of two books in the area of software quality management, "Achieving Customer Experience Excellence" ASQ Quality Press June

2016, “Quality Experience Telemetry” ASQ Quality Press March 2018

- Inventor with six patents: US Patents: 5761203, 5987526, 6044092, 7444417, 792576 and 7953855.
- Winner of Cisco’s highest technical recognition, Cisco Pioneer Award 2011, “Interactive Service Request Analyzer” (ISRV)

**The 540 assigned readings are embedded in Canvas weekly modules.** Many readings are pdfs we provide via the Duke Library. The Harvard Business Review (HBR) digital course pack we offer is here and we encourage you to find the readings in the most economical way for you.

### **URL for the Harvard Digital Course Pack**

<https://hbsp.harvard.edu/import/1192254>

## **SECTIONS:**

- Contact & General Course Information
- Course Purpose and Rationale
- Course Objectives & Learning Outcomes
- Class Topics
- A Leadership Lab with These Course Components
- Course Components
- Evaluation of Your Learning & Development (Grading)
- Course Requirements Guidance
- Preparation for Synchronous Class Discussions
- **Honor Code, Course Values, Cheating & Plagiarism**
- Technical and Logistical Questions

## **CONTACT & GENERAL COURSE INFORMATION**

**Professor:** Prof. Luis E. Morales, Executive in Residence (EIR); Adjunct Professor, Pratt School of Engineering

**Email:** [luis.morales@duke.edu](mailto:luis.morales@duke.edu)

**Office Hours:** By appointment [contact Prof. Morales via email]

**Acknowledgement:** This course was initially built by Dr. Theodore Ryan and has been enhanced by Professor Allegra Jordan and Dr. La Tondra Murray. A debt of gratitude is owed to them for the foundational work they've done to create an outstanding learning experience for our extended Duke Engineering community of

students, TAs, and faculty. I plan to continue adding (and sharing) my own content, expertise, and perspectives to the course each term.

### **540.07 Teaching Assistants:**

Lily (Baoming) Xu – booming.xu@duke.edu

Namisha Mehta – namisha.mehta@duke.edu

Office Hours: By appointment [contact TAs via email]

For any questions about grading, submitting assignments, attendance, or other logistics related to the operation of the course etc., **please send an email to the TAs with your questions.**

**Class Time:** Wilkinson 136, 8:30 am – 11:15 am on Wednesdays

Important Note: Classes are conducted in real-time; a live, concurrent Zoom session will not be available. Students are expected to attend class sessions in-person unless circumstances are prohibitive (e.g., COVID diagnosis or another similar scenario). All course sessions will be recorded automatically via Panopto Lecture Capture and available on the course Canvas site.

**Readings** are linked in Weekly Pages on **Canvas** AND in the **Harvard Business Review (HBR) Digital Course pack:** <https://hbsp.harvard.edu/import/1192254>

*The 540 sections are using a similar HBR course pack. Please feel free to get the articles from the library or via HBR directly if that is a better method for you. We are required to provide a digital course pack but we do not require you purchase it if you have a more economical way of accessing the readings.*

## **WELCOME TO THE 540 MANAGEMENT COURSE**

Welcome! I'm excited to be your instructor this semester. I have been a professor at Duke for 7 years and I have taught several technical electives during that time. I twice worked as was a mentor coach supporting Prof. Ted Ryan as he taught this course in 2018 and 2019. However, this will be my first time actually teaching the course. Before joining Duke, I was in the tech industry for 28 years (15 years at AT&T, 13 years at Cisco). 18 of those 28 years, I was managing engineers in manager, director or senior director roles. Additionally, during the last 3 years, I have been Executive Director of the MEM program, managing a team of 39 faculty and 4 full time staff. My greatest aspiration is that this course will be a transformative experience for you helping you flourish in your career and your life.

Please let me and the rest of our teaching team know how we can support you throughout your journey here in graduate school and beyond.

- Prof. Morales and your TA Team

## COURSE PURPOSE AND RATIONALE

This course aims to help you navigate the transition from being an engineering-trained individual contributor to effectively managing and leading others. This course will help you use your engineering aptitudes, skills, and training as distinctive *benefits* – not as *barriers*—to your success. You will have the opportunity to identify the bridges you *must* build from being an individual contributor to managing people.

We teach:

1. **Science:** The latest human science about leadership, management, and teamwork.
2. **Competence** gleaned from deep industry experience about how to be a professional.
3. **Ancient wisdom** about humans that was as true a thousand years ago as it is today.
4. **Positive energy.** We teach science-based options designed to help you thrive even under a lot of stress. We want to give you the tools to navigate the good (and challenging) times ahead.

*Note: The reason we teach these four foundations is that they are the same foundations that superior managers and leaders deploy – for high performance, motivation, and well-being.*

Many engineers do not make the transition to management smoothly and successfully. In some cases, engineers who end up being effective and satisfied managers do so only after years of trial and error as well as significant collateral damage to those they impact. “Company carnage” is not an efficient and competitively acceptable process.

More than ever, technical organizations need outstanding managers and leaders. These companies are looking for highly trained engineers who can coordinate and amplify the talents of those around them. This course offers you the opportunity to build the foundation for launching a highly successful career as both a manager and leader.

Our course values are Excellence, Curiosity, Integrity, Trust, Authenticity, Open Communication, Respect, Diversity, Accountability, and Collaboration in service of flourishing humans as well as thriving teams and communities.

## **ATTENDANCE POLICY**

### **Attendance, Individual Participation & Professionalism are Publicly Observable**

The Duke MEM Attendance Policy (applicable to all MEM and MENG students enrolled in 540 Management):

Students must attend the first day and the last day of class for all courses in which they are enrolled. Unless and until all coursework and examinations (whether comprehensive final exams, quizzes, or otherwise) have been completed for all courses in which a student is enrolled, a student is expected to remain at Duke in person through the end of final exam week as set forth on Duke's Academic Calendar.

In their first classes, faculty set course goals and standards, frame the course's subject matter, form student teams and begin to create the class community. At the conclusion of the first class of each course, the faculty will report any unexcused absences to the MEM program administration. Thereafter, such students shall be dropped from the course. If students miss the first classes of the semester, they detract from their own educational experience and undermine that of their classmates. Furthermore, they create additional work for the professors and TAs. Responsibility for regular and punctual class attendance rests with individual students. The course faculty shall refer a student to MEM's administrators in the event of excessive absences. A student seeking an "excused" absence must work directly with her or his course faculty and must initiate the request in advance and as soon as possible. A student may be excused from attendance due to truly extenuating circumstances such as significant illness, personal/family emergency, or important religious observance. Whether an absence is excused or not, a student will be held fully accountable for any in-class graded participation or assignments an absence caused the student to miss.

## COURSE OBJECTIVES & LEARNING OUTCOMES

Core Objective: To provide the concepts, tools, and skills for you to transition successfully from engineering [and from being a student] to managing and leading others as an adult professional.

Supporting Objectives, *with Learning Outcomes*:

This course will help you....

1. Gain an understanding of management and leadership and their distinctive purposes and activities. How are they mutually supportive? We will focus on the special challenges posed by engineering and high-tech environments while not neglecting non-technical environments.

- i. *What are the five functions of effective management?*
- ii. *What are the five practices of superior leadership?*
- iii. *What are the distinctive roles & purposes of management and the distinctive roles & purposes of leadership?*
- iv. *When do you focus on using the management functions, and when do you focus on the leadership practices?*

2. Develop your own management and leadership “philosophy” and “leadership brand” based on a sound knowledge of human motivation, effectiveness, and well-being; and on knowledge of how organizations work and can be improved.

*Is your management and leadership “philosophy” based on knowledge of*

- i. *What causes superior human performance and motivation?*
- ii. *What creates superior teams, characterized by trust, collaboration, and excellence?*
- iii. *What builds and sustains superior organizational cultures, characterized by trust, high engagement, high ethics, and superior performance?*

*You will create a Personal Leadership Brand to articulate your personal aspirations as a person, professional, and manager/leader*

3. Increase your self-awareness of your managerial and leadership competencies; your personal strengths, emotional intelligence, and development needs; and whether managing and leading others is a good vocational fit for you.
  - i. *You will self-assess on a set of core management and leadership skills and Emotional Intelligence attributes*
  - ii. *You will self-assess your alignment with a set of attributes and preferences characteristic of successful and satisfied managers*
4. Build your skills in key management and leadership competencies.  
[Examples: hiring people; coaching; giving performance feedback; performance management] Special emphasis will be given to managing, leading, and working in *teams*.
  - i. *Our course's individual and team assignments will focus on specific management and leadership skills*
  - ii. *Team assignments and other team activities provide numerous opportunities for mutual feedback and coaching*
5. Know how to help build and lead a high-performing, innovative and ethical culture. Learn how to align and energize your organization to support organizational purpose and strategies.
  - i. *What is the definition of culture, and what are the characteristics of a superior, winning culture?*
  - ii. *What are the leader's primary tasks in building and sustaining a superior culture?*
  - iii. *You will self-assess [with help from your teammates] your ability to execute the primary leadership tasks in culture building effectively*
6. Become knowledgeable and comfortable managing and leading globally, across ethnic and geographic boundaries. This includes motivating and developing diverse people and teams.
  - i. *What are the primary challenges in leading across boundaries?*
  - ii. *How do you, as a leader, create cultural values that work across boundaries?*



- iii. *You will self-assess [with help from your teammates] your abilities to lead across boundaries and create superior multi-cultural organizations*

7. Succeed in work and life! This means building and living from your own firm, personal foundation of ethical principles and practices. For some of you, this also means making the transition from typical “*student* behavior and culture” to the kind of behavior and attitudes expected of mature, successful adult professionals.

- i. *You will have many opportunities to apply your Personal Leadership Brand*
- ii. *You will be expected to adhere to the standards of this course, which reflect the standards of professionalism*

### **Class Topics (subject to change)**

- **Week 1** (Aug 28) – Achieving synergy between stem and humans
- **Week 2** (Sep 4) – Becoming a superior stem & human leader
- **Week 3** (Sep 11) – Creating, managing/leading teams; your team charter
- **Week 4** (Sep 18) – Managing & leading; coaching
- **Week 5** (Sep 25) – Managing & leading with ei, authenticity & courage
- **Week 6** (Oct 2) – Creating high quality relationships, teams & cultures
- **Week 7** (Oct 9) - Hiring superior team members (virtual topic, no in-person meeting – class 7)
- **Week 8** (Oct 16) – **None**
  - Fall Break - Friday October 11 at 7 pm to Wednesday October 16 at 8:30 am
- **Week 9** (Oct 23) - Performance management & evaluation; delegation
- **Week 10** (Oct 30) – Reward, motivate & inspire
- **Week 11** (Nov 6) - Leading through difficult conflicts/conversations; humane terminations
- **Week 12** (Nov 13) – Final team project
- **Week 13** (Nov 20) – Creating & leading an ethical & innovative culture



- **Week 14** (Nov 26) – **None**
  - Thanksgiving recess: Tuesday Nov 26 at 10:30 pm to Monday Dec 2 at 8:30 am
- **Week 15** (Dec 4) - leader interview presentations & wrap-up
- **Week 16** (Dec 9) - FINAL EXAM – Monday Dec 9, 12 pm – 3 pm; Wilkinson 126

## **A LEADERSHIP LAB WITH SPECIFIC COURSE COMPONENTS**

Since this course has a workshop/lab orientation, your active attendance and engagement are essential and required. Course components include:

### **A. Synchronous, in-person classes**

1. Skills-building exercises – These are workshop-type experiences that will build your skills and bring our readings and concepts to life. These exercises are an opportunity for you to test your understanding and develop your capacity.
2. Self-discovery learning exercises: Often in teams, these activities will allow you to apply the week's concepts and tools. Management is not a theoretical discipline. It is a performing art requiring a high degree of practice, insight, and skill.
3. Discussions and Q&A – of the readings/videos and key management/leadership topics. We will bring “real-life” lessons examples. The primary focus is: How can you become a better manager and leader? We cold call. Everyone must come prepared. Your ability and willingness to speak up and clearly explain your ideas are critical management and leadership competencies.
4. *Brief* lectures – In-person lectures will deepen your understanding of our course material and help you apply the required videos and readings to your skills development.
5. Teamwork – You will be organized into learning teams and often meet inside and outside of the classroom.
6. Peer Coaching – You will have many opportunities to coach your peers, both during our live classes and outside of them. Peer coaching helps both you and your classmates develop your skills. Today's great managers and leaders are superb coaches.

## B. Assignments

1. Readings & Videos – Every required reading/video is an assignment and an opportunity to develop your knowledge, skills, and self-awareness.
2. In-Class Quizzes – Almost every week, beginning with Class 2, a brief pop quiz will be delivered in class with 1-3 questions on the content of the weekly readings/videos. These questions will be mini essays designed to help you internalize the main points of every lesson. By coming to class with a full understanding of the material, you will be better prepared to contribute to in-class discussions and will be better prepared for the Final Exam.

**You cannot make up a missed quiz if you are absent. More quizzes will be offered (10) than are needed for your grade (6), so if you miss one kindly look forward to a future quiz opportunity. I'll use your best 6 quiz grades towards your final grade.**

3. Prior Class Re-Caps – Beginning at Class 4, one team will be asked to share two to three Key Takeaways from the prior class. Your Re-Cap should NOT be just a summary! We want to hear what struck you as most important and interesting that you want to share with your classmates. No PPTs! You can use a few notes if you wish, but please speak from both your head and your heart. Length: up to 3 minutes max. Given the brevity, we suggest that only two to three team members at most give your Re-Cap. There are no grade implications regarding which team members speak. However, all team members should contribute to preparing your Re-Cap.
4. Individual Assignments – These assignments are designed to increase self-awareness and individual development.
5. Team Assignments – These assignments are designed to (a) increase your own effectiveness; (b) build your teamwork capacities; and (c) help teach the rest of the class. These assignments are often geared to specific readings/cases. There will also be a Final Team Project, which is a simulation of a team facing a significant challenge.
6. Team Peer Feedback & Evaluation – Opportunities to provide developmental feedback to your classmates and to develop your own feedback and evaluation skills.
7. Canvas Discussions: Our online forums on Canvas provide another way to contribute to our ongoing exploration of management and leadership and to develop your communication skills.

8. Final Team Project: Your team will complete a final team project in-class to assess your ability to collaborate effectively and generate creative solutions for a set of scoped deliverables.
9. Final Exam: The final exam will be a multiple-choice exam and short-answer questions. The final exam will measure how much you have absorbed the specific content of the course. It will contain detailed questions about the readings and what we cover in class. You will not be able to just “think your way through” the questions. You will need to remember, understand, and apply the core concepts and basic details we study about managing and leading. There are many specific principles, practices, techniques, and tools that we will cover, so it would be unwise to wait until the last week of class to study. We encourage you to begin to review for the final exam halfway through the semester.

## EVALUATION OF YOUR LEARNING & DEVELOPMENT (GRADING)

The primary *purpose* of this course is that you learn the concepts and develop the skills that will help you become a superior manager and leader. Grades are a lagging measure of how well you're aligning with this purpose. While I understand your interest, it is a paradox of work and life that if you focus on grades and extrinsic rewards, you are far less likely to succeed – and be happy – than if you focus on your development and making a worthy contribution.

We will likely use the following grade breakdown [we reserve the right to make modifications]:

- 5% Team Peer feedback and evaluations
- 5% In-class Quizzes
- 15% Final Team Project
- 15% Demonstrating professional conduct, timely arrival to class, & making an effective class contribution – As individuals and with your teams, in synchronous & asynchronous class activities [including Canvas]
- 20% Individual assignments [including quality of team peer feedback & evaluation]
- 20% Team assignments
- 20% Final exam

If you do not adequately participate in class discussions and are late too many times, you cannot earn more than a B in this course.

## ASSIGNMENT GRADING APPROACH

Our core subject matter is Human Beings. We identify goals, offer checklists, and measure progress towards goals.

Much human behavior is qualitative rather than quantitative. Further, much of the material is subjective: it relates to our “first-person” experiences about intentions, attitudes, motivations, and values. Much research on management and leadership can be presented in quantitative form. However, the content, input, and methods of the quantitative results are qualitative. For example, a study on leadership effectiveness might present findings quantitatively. Still, the research content involves questions like, “How motivated are you when this leader gives you an assignment?” Another example: Performance Evaluation results are sometimes presented on scales with numbers attached, such as “A Rating of 5 means “Exceeds Expectations.” However, the judgment regarding exceeding expectations is mostly qualitative and subjective, based on the rater’s experience and judgment.

Likewise, your assignment grade may be presented in the form of a number, typically based on a 100-point scale. Your TAs are provided a thorough “Answer Key” with specific assignment expectations for each assignment. They are given training, and your TAs and I work as a team to achieve as much validity and reliability as possible. Still, the buildup to your numerical grade is qualitative, based on human judgment, anchored in explicit qualitative criteria for each assignment.

Additionally, we adhere to a grading process that combines an absolute dimension [how well we believe you met the specific assignment expectations] and a relative dimension [how your submission compares with those of your classmates].

Even with our careful, thorough, and professional process, assessing your grade cannot be perfect and precise since it is a qualitative judgment by humans. This is a “fact of life” that you will need to accept whenever you deal with the human factor in your professional life. For example, your performance evaluations will often strike you as being incorrect or flawed in some way. As a manager, you will have to evaluate others’ performance. You will be very aware that your evaluations are imperfect.

If the assignment is based on a 100-point scale, the grading approach is as follows:

100 points = Excellent – Superior: The very best submissions; likely a small minority [5 – 10%] of the total number of submissions

An Excellent – Superior submission shows an excellent understanding of the course concepts and applies the relevant course concepts to the assignment elements.

- Responses are fully responsive to the question[s] asked, capture all important points, and show exceptional insight.
- Responses are complete, comprehensive, concrete, specific, accurate, concise, well organized, and structured and show serious effort.
- Responses relate the submitter's real-life experiences to the relevant concepts.
- One or more examples of pertinent creativity and imagination.
- The responses show, where appropriate, honesty, candor, and courage.

90 – 97.5 points = Very Good – Excellent: Likely a majority of the submissions. These papers are not overall quite as strong as the Excellent/Superior papers.

A Very Good – Excellent submission shows an excellent understanding of the course concepts and applies the relevant course concepts to the assignment elements. However, there may be some deficiencies in understanding and applying the course concepts.

- Responses are accurate & comprehensive.
- Responses relate the submitter's real-life experiences to the relevant concepts.
- Responses can be improved; are noticeably deficient [not excellent] regarding one or more assignment elements or grading criteria [see the descriptors for Superior/Excellent]

85 – 87.5 points = Good – Acceptable: A likely minority of submissions. These submissions have significant problems and just meet the level of being acceptable.

A Good – Acceptable submission shows a generally acceptable understanding of the course concepts while also demonstrating some incorrect/incomplete/superficial understandings.

- Responses need *significant* improvement on two or more assignment elements and grading criteria. The answers in multiple ways do not respond to the assignment requirements. These deficiencies will be noted.
- The submission fails to sufficiently relate the responses to real-life experiences.
- The effort appears to be less than full; that is, the submission could probably be better if the individual and/or team gave their best effort.

Below 80 points = Not Acceptable: Poor understanding of course concepts, significant non-responsiveness to assignment requirements, and overall poor-

quality product. There is no minimum or maximum distribution expectation for this level. We hope that no submissions receive this grade.

A Not Acceptable submission shows a lack of acceptable content, presentation elements, and effort. The responses are incomplete, inaccurate, and clearly show a lack of effort.

- Responses need *significant* improvement in multiple assignment elements and grading criteria. These deficiencies will be noted.

## ASSIGNMENT SUBMISSION INSTRUCTIONS

Individual assignments typically will be posted on Canvas approximately at least one week before they are due. We strive to post Team Assignments two weeks before they are due.

You will submit your completed Assignments to Canvas in the appropriate “Assignments” entry. **Do not send assignment submissions by email.**

For team assignments, please upload only one version per team. Save the assignment in the following format: Assignment # Team # [e.g., Assignment 1 Team1] Be sure to include the team member name and team number on all assignment pages (We suggest using a header in your document).

## COURSE REQUIREMENTS GUIDANCE

Paying careful attention to the following guidelines will help you excel in this course.

- Engagement: The frequent workshop-type skills-building exercises require that you participate with an openness to learning and with an intent to help your classmates learn. Your level of authentic engagement (your willingness to try things and to give and receive feedback) is the most important component of your grade in the dimension of class participation and contribution. In our skills-building exercises, you are NOT graded on your proficiency! That would defeat their purpose.
- Participation: You should participate in our ongoing conversations during our synchronous classes, on our Canvas forum, and in your team activities. Quality of participation is much more important than

quantity. When you participate, first ask yourself, “How can I best contribute to my peers’ and my learning and development?” I encourage you to ask about what you don’t understand or agree with or about something you are struggling with. Please feel free to bring up past situations where you did well or failed miserably or just left the situation plain confused. As a life-long practitioner, I have learned much from reflecting upon my own mistakes and those of others.

- Coaching: Our work together is to help us all learn and grow, not to posture or impress one another. As your professor, I will teach and coach. I'll likewise look to you to learn, share your perspective and experience, and peer coach. Coaching one another is a great way to develop the skills you'll need to be an effective manager and leader.  
Your contribution in class consists of your participation in our discussions, but equally as important, how you contribute during our team and skill-building exercises. Do you help guide and coach your peers or just take a passive role? Do you help your team keep focused on the task, or do you engage in side conversations?
- Class Attendance: Regular class attendance contributes to your contribution score and learning. You need to be present to participate and to attain full learning. Students who miss class may disadvantage their team with respect to in-class team activities. See the detailed attendance policy referenced above for specific requirements.

Please contact our TAs – at least 24 hours before class if possible – should circumstances make it such that you cannot attend. This helps us plan team activities and lets us know that you are okay even if you are not in attendance. If you are dealing with an emergency, we like to know that as well to offer support.

If you cannot attend a synchronous class, we encourage you to contribute to our class and your team in other ways, such as contributing to our Canvas discussions. Be sure to watch the class video on Panopto via Canvas.

- Class Etiquette: The key here is to show respect and courtesy. In our classroom, this includes:
  - **Laptops can be used when classroom activities merit.** You should be prepared to take notes with paper and pen instead of a laptop. If a



laptop is required for the week's activities, you will be advised at least 24 hours in advance. Mobile phones should be put away during the class and *\*only\** used during breaks. In previous semesters, we've regrettably observed students working on other assignments, languishing on social media, or engaging in other distracted or disruptive behavior. As such, we have removed general laptop use for everyone. If you have unique needs or circumstances, please contact Prof. Morales to discuss ([luis.morales@duke.edu](mailto:luis.morales@duke.edu)).

- You are expected to attend class in person; there will not be a live Zoom meeting offered in parallel with the face-to-face class. Panopto recordings will be available on Canvas if you must miss class for an acceptable reason.
- If we must return online (using Zoom) due to a change in pandemic requirements or other circumstances, please be careful to mute your microphone if we are online unless you are speaking to us. You must have your camera turned on, and you need to be in the picture.

We have linked a listing of foundational Professional Standards at the top of this document as well as on Canvas. We expect that all of us will adhere to these standards. We encourage you to review these standards carefully, keep them handy, and apply them to your in-class and outside-of-class behavior. You will form good habits for professional life.

You are expected to demonstrate your Personal Leadership Brand throughout our class. We are sure that none of you is striving to live out a personal brand that signals immaturity, disrespect, or disengagement. **Any student who consistently fails to adhere to our professional standards will be asked to leave and cannot earn a final grade higher than a "B."**

We greatly appreciate that most of you will fully live up to high professional standards. You will contribute to our collective learning and to your readiness to excel as a professional.

- **Team Peer Feedback & Evaluations:** Team peer feedback and evaluations are based on how your team members feel you contributed to the team. They are not based on how well YOU think you contributed to the team. Thus, if you believe that you have contributed well to the team, but the team does not perceive that you contributed well, your evaluations are likely to be low. This works the same in the work world.

We will work to develop everyone's skills so the peer evaluations will be more accurate. We will also help you learn how to improve communication in your team so that problems can be identified early, worked through, and resolved. If there is a significant discrepancy between self and team peer ratings, that is a sign of poor communication and self-awareness. In our experience, it is highly unlikely that you will get negative peer feedback and evaluations if you put your best efforts toward being a good team member.

## OUR READINGS AND VIDEOS

Readings and Videos – We have read, watched, used, and created materials to teach effective management and leadership over many years – and to become effective managers and leaders ourselves. The resources we have chosen are those that **“work in the real world.”** Our only frustration is that there are many other excellent resources that we couldn't include.

Given our years of experience in managing, leading, and teaching/coaching other managers and leaders, we are confident that *all* the readings will be helpful to you. Many of these readings are the same we currently share with our clients. These clients – right in the thick of the action – do not doubt these readings' value.

We encourage you to regularly add to your collection of readings. In today's world, the top managers and leaders keep reading and learning to stay current. If you find an outstanding resource (e.g., book, article, video, podcast, etc.) that you'd like to share with the class, please mention it in our forum.

## Class Reading/Video Sites/Sources: Canvas and the HBR coursepack

We are a 100% digital class with materials on Canvas and in one course pack.

1. Canvas: Pre-Assigned weekly readings/videos linked to online materials. They are posted on the appropriate Weekly Lessons page with the notation [Canvas] in the list of readings and on the Course Schedule.
2. Harvard Business School Publishing digital coursepack. These readings are denoted with an [HDCP] in the list of readings and on the Course Schedule. We have found that purchasing the Harvard materials [including articles from Harvard Business Review] directly from HBP is the most economical approach for you.

To purchase your HBS course pack, use the link on the Canvas syllabus above or on the course schedule page.

## PREPARATION FOR CLASS DISCUSSIONS

Our class discussions help you become better managers and leaders by developing your understanding and skills. Class discussion is not primarily to test your knowledge, although careful preparation is presumed. We use the discussions to explore ways to increase your effectiveness as managers and leaders.

For all readings and videos, be prepared to answer for yourself, and be ready to discuss:

### CLASS DISCUSSION PREPARATION QUESTIONS:

- What is the Central Point of the reading/video?
- What are the Other Key Points?
- What is the specific industry experience of the author[s]?
- What are the author's [usually implicit] assumptions and core beliefs regarding business, human beings, and management/leadership?
- What are the major implications for Managing & Leading?
- What specifically have I learned to apply to my leadership brand and personal, professional, managerial, and leadership development?
- How can I apply what I have learned -- what practical development step(s) can I take?

Note that we cannot discuss ALL the readings and videos in the syllabus. However, all these resources have value for you. We do not want our discussion time to be an artificial limiting condition of your long-term learning. So, please keep these things in mind:

- Many of the readings and videos will help you carry out your non-synchronous activities and your Individual and Team Assignments;
- Whether we discuss a particular resource in class or not, it will be a valuable resource for you to develop your practical abilities to manage and lead others;
- On the Final Exam, you will be responsible for knowing the Central Point and Other Key Points of the resources.

## **HONOR CODE AND COURSE VALUES**

**Most honor the honor code. This is a serious matter, and we need your help to be successful as programs (MEM and MEng plus others).**

Students are expected to follow the Duke Honor Code and Code of Conduct for this class. We may use some cases and exam questions from previous years, so you are NOT to obtain copies of such documents from past years, and you are NOT to provide them to next year's students. Either of these actions is considered an honor code violation and could be grounds for expulsion. Please see our orientation materials and Canvas site for more information about the Duke Honor Code and its application to the MEM and MENG Programs. As most of you have heard during orientation to the program, students have been suspended or expelled due to what they thought were minor infractions of the Honor Code.

**BE CAREFUL! DO NOT TAKE ANY CHANCES! IF YOU HAVE QUESTIONS ABOUT WHAT IS ALLOWABLE, PLEASE CONTACT YOUR TAs OR YOUR FACULTY.**

In addition to the dire consequences of getting caught, we encourage you to continue to build a personal and professional platform of integrity. Keep your reputation intact. Govern yourself in accordance with the positive values and principles you commit to in your Personal Leadership Brand. As an experienced faculty member, I've directly witnessed the very serious implications of honor code violations.

A critical note about **plagiarism (using others' ideas without giving them full credit)**: Put ideas in your own words or give credit to the source of your ideas. Do not copy and paste from the Internet (or any other source like ChatGPT) without sharing where you got the information. Plagiarism is very bad. At Duke, you can get a zero on the assignment and may be expelled.

Strive for progress rather than perfection that short-changes you on growth.

## **CHEATING and the problem with Group Study Guides**

Assignments and tests labelled **INDIVIDUAL** are for you and you alone. If you make a common study guide with a group of friends and then cut/paste answers into your individual assignment, only slightly modifying them, we will not know what part of the answer is yours or your classmates'. If we find similar answers obviously cut and pasted from group work, we have been instructed to share those instances with Dean Brad Fox for his investigation. This is Duke policy and will be enforced.

Investigations: If we suspect any honor code violation - including the use of ChatGPT which we will screen for - we are required to report the potential violation to Dean Brad Fox who conducts the investigation. We don't want to go there. Trust and believe, you don't want to go there either. Cheating and plagiarism investigations are no fun for anyone involved. Take a hard pass on this experience.

## TECHNICAL AND LOGISTICAL QUESTIONS

All student technical questions (including lost/forgotten passwords) should go to: <http://oit.duke.edu/> or call 919-684-2200.

Our TAs are our course managers. If you have questions or issues regarding course logistics, teams, attending other sections, submitting of papers, grades, etc., please contact your TAs, rather than me, your professor [feel free to copy me on such communications]. Your faculty members want to focus on teaching and your learning, not on logistics and administration. Our TAs are very proficient and are eager to help.