Berkeley Sutardja Center for Entrepreneurship & Technology
COLLEGE OF ENGINEERING

**Course Number and Title:** ENGIN 183/283 Leadership Exploration and Discovery (LEAD)
**Units**: 3
**Semester**: Spring 2024
**Instructor**: Carrie Requist (she/her) crequist@berkeley.edu
**Course Coordinators**:

- TBD
- TBD

**Course Reader:**

- TBD

**Meeting Day/Time**: Thursdays 2-5pm
**Meeting Location**: 212 Wheeler or on Zoom
**Office Hours**: Thursday 11am-12pm at SCET Center, and by appointment
**Course Website**: TBD and bCourse

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**Course Prerequisites:**
Upper-division standing or Graduate Student (Masters or PhD)

**Course Description:**
Leadership Exploration and Discovery (LEAD) prepares technical and business minded students to be leaders at any level of a technology organization. Throughout this course, you will learn who you are as a leader and how you can become the leader you want to be. Instruction in this class takes many forms including individual learning through assigned reading, videos, case studies and self-assessments; and in-class learning with lectures, immersive activities, and dynamic guest lecturers. This course explores key leadership concepts relevant to the high-technology world in firms of all sizes from startups to large corporates. Topics include leadership traits and characteristics, leading when not in charge, leading through change / uncertainty / chaos, creating and leading teams, effective leadership communication, leading remote / distributed workforce, how to promote innovation, and leadership tools and techniques. This is an introspective course. Students who push themselves to explore what is important to them and who they are authentically be as a leader will gain the most from this course. This course will immerse students in entrepreneurial leadership concepts, principles, mindsets, behaviors, and philosophies necessary to thrive in technology firms today. The course focuses on building skills such as leading effective teams, leading product decisions, leading in uncertainty, and effective communication. The class will explore leadership at all levels from individual contributor to founder and CEO, and students will examine techniques required for success in various entities. Students will get a sense of how leadership impacts an organization, and how they can lead, grow, and improve to ensure their organizations are effectively led. The goal is to arm students with specific knowledge both about leadership and about themselves for them to be effective leaders now and into the future. Class attendance is necessary and required.

**Course Objectives:**

- Understand who *you* are as a leader, and what *you* want to work on in *yourself* in leadership.
- Recognize the many levels of leadership, that leaders are not only CEOs, and that anyone can exhibit (or shy away from) leadership.
- Communicate effectively as a leader in many different formats (documents, emails, presentations, messaging) both internal and external to the organization.

- Recognize some of the unique challenges of technology and startup leadership.
- Compare and contrast differences in leadership challenges from startups to large corporates.
- Experience and practice leadership in many different circumstances (under stress, in uncertainty, in diverse groups, etc.).

**Textbook/Resources:**
There is no textbook for this class.

You are expected to purchase the following business books (book list may change prior to beginning of course):

- *Unleashed: The Unapologetic Leader's Guide to Empowering Everyone Around You* by Francis Frei and Anne Morriss
- *Scaling Teams: Strategies for Building Successful Teams and Organizations* by Alexander Grosse and David Loftessness

You are also expected to purchase the HBS Coursepack for this course with articles and a simulation.

Additional readings and videos are provided in bCourses.

**Class Structure:**
The class has the following weekly structure:

- *Prework* (readings/videos/simulations/cases) -Tuesday through Thursday, be prepared to discuss the readings/videos/cases in class on Thursday afternoon. Prework includes a weekly question due by midnight on Wednesday.
- *Classwork* – Thursdays 2pm – 5pm:
  Classwork will vary with each class but usually consists of:
  - *Short Lecture* – To review key material from the prework
  - *Leadership activities* – Immersive small group activities
  - *Discussion* – Small group or whole class discussion on prework and significant topics
  - *Guest Speakers* – From industry and academia who provide real world experience
- *Assignments* – All assignments are submitted digitally on bCourses. Deadlines are outlined in the appropriate module and assignment sections on bCourses.

**Course Communication:**
Announcements will be made in class, on bCourses, and through email.

**Office Hours:**
The instructor is available to discuss any course-related or professional/career topic. Carrie will be in the SCET office (122 Memorial Stadium) every Thursday from 11am-12pm. She is also available for video-based meetings by appointment. Please email her to set up an appointment.

**Attendance/Participation Policy:**
This course is designed around discussions, immersive experiences, and participation. Mandatory class attendance is to your benefit. You must communicate with a course coordinator if you are going to miss any classes. Unexcused absences *will* affect your grade. If you cannot attend the class sessions, do not enroll in this class. Students who do not attend the first session will be dropped and replaced with students from the waitlist.

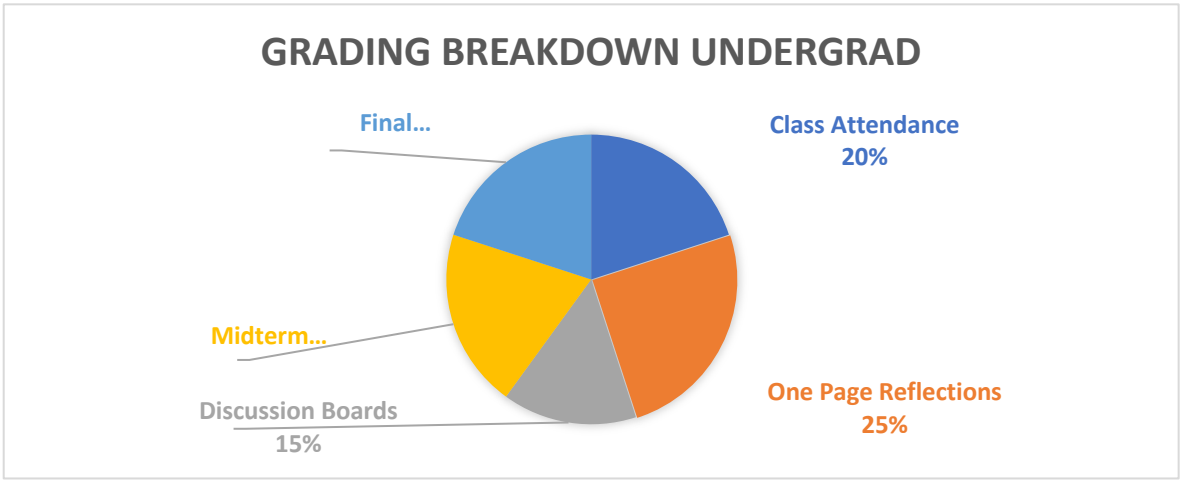
**Graded Assignments (Undergrads):**
Class Attendance and Weekly Question (20% of total grade) - This course is designed around discussions, immersive experiences, teamwork and participation. Attendance is mandatory. If there are a minimal number of class sessions that you cannot attend in person, the class page in the bCourse explains how you can attend online synchronously and actively participate over Zoom, or asynchronously where you watch the recorded class and submit a write up. It is expected that you will attend In Person for the majority of the classes.
Each week, you will submit a question (via a bCourses quiz) due by midnight Wednesday. The question is either about the prework or a question to the guest speaker (if there is one).
The combination of your attendance and submitting your question is worth 205 of your total grade.

One Page Reflections (25% of total grade) - There are six one-page reflection assignments (approximately every other week). These are short, well written papers where you reflect on the class topics, either connecting them to yourself or doing additional research on them.

Discussion Boards (15% of total grade) - There are five discussion boards (approximately every week). You will respond to the prompt by end of day Friday and then reply to at least two of your classmates' posts by end of day Monday.

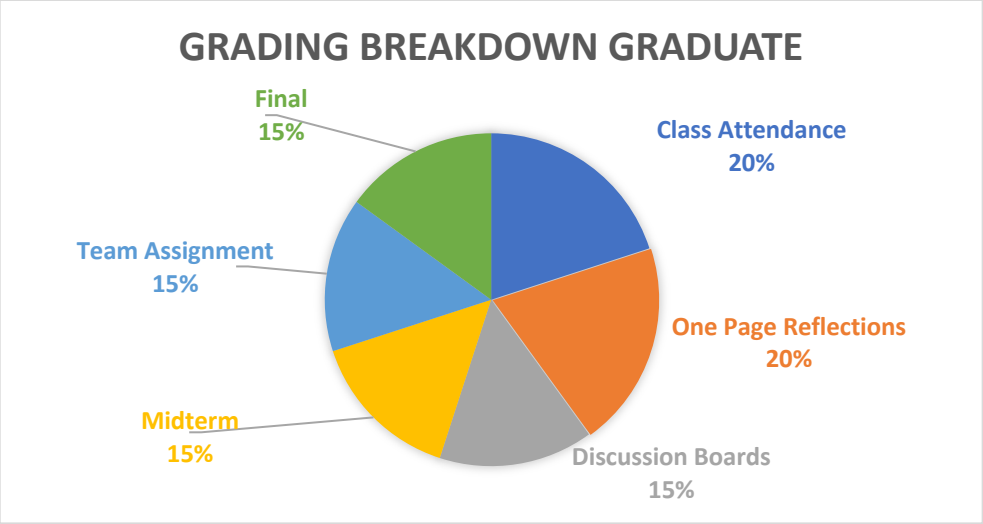
Midterm (20% of total grade) - The midterm is in week 7 (subject to change prior to the beginning of class). It is a video recorded, simulated interview about one of the Amazon Leadership Principles. You complete your midterm assignment online using a common remote interviewing application.

Final Assessment Presentation (20% of total grade) - The final presentation is due by end of the day on the Monday of finals week. It is a video presentation of the arc of your leadership journey through this class, where you take what you have learned in this class to demonstrate who you are as a leader and where you want to go. An outline of your video is due prior to RRR week.



**Graded Assignments (Grad Students):**
In addition to the undergrad assignments, graduate students (masters and PhD) have a team assignment to complete during the second half of the semester (after the midterm) that is presented in Week 12 or 13 in an extra session whose timing will be determined by student availability. This team assignment counts for 15% of your grade and changes the grading breakdown for graduate students as follows:

- Class Attendance and Weekly Question (20% of total grade)
- One Page Reflections (20% of total grade)
- Discussion Boards (15% of total grade)
- Midterm (15% of total grade)
- Grad Student Team Assignment (15% of total grade)
- Final Assessment Presentation (15% of total grade)




**Grading:**

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|---|---|---|
| **A+** | 100% | 4.0 |
| **A** | 93-99% | 4.0 |
| **A-** | 90-92% | 3.7 |
| **B+** | 87-89% | 3.3 |
| **B** | 83-86% | 3.0 |
| **B-** | 80-82% | 2.7 |
| **C+** | 77-79% | 2.3 |
| **C** | 73-76% | 2.0 |
| **C-** | 70-72% | 1.7 |
| **D+** | 67-69% | 1.6 |
| **D** | 65-66% | 1.0 |
| **F** | 0-64% | 0.0 |

**Dropped Assignments:**
The lowest graded one page reflection and the lowest scored discussion board will be automatically dropped from your final grade calculation. This is not done until after instruction ends and the final has been submitted. Missing assignments do not count as the lowest graded assignment and will be calculated as a 0 in your final score. Do not miss turning in an assignment.

**Late Assignment Policy:**
Late submissions will be marked down and may not be accepted. *Communication is the best course of action.* Contact the instructor if there are circumstances that may result in late work.

**Instructor:**
Carrie Requist is an entrepreneur who has worked at both startups and large corporates, and an educator at UC Berkeley and Penn State University. Carrie was co-founder and CEO of U Grok It – Smartphone RFID, which was acquired in April '17 after raising two funding rounds. She is co-creator of a US patent in RFID technology, and is passionate about educating and supporting entrepreneurs. Carrie is the mother of three adult children, and an optimist who spends her free time boating, kayaking and skiing. She received her MBA from the Penn State University in 2011 and her BA from the University of California, Berkeley in 1987. https://www.linkedin.com/in/carrierequist/

**Weekly Schedule (subject to change)**
Weeks run Tuesday – Monday

| Dates | Module + Topics | Assignments |
|---|---|---|
| Jan 16-22<br>Class - Jan 18 | **M1 – What is Leadership?**<br>-Intro to ENGIN 183/283-003 LEAD<br>-Growth Mindset<br>-Leadership Theories, Styles, Traits<br>-Can you learn to be a leader? | Weekly Question #1<br><br>1-Page Reflection #1 |
| Jan 23-29<br>Class - Jan 25 | **M2 – When to Lead?**<br>-When are you called to lead?<br>-Leading when you are not "in charge"<br>-Moving towards | Weekly Question #2<br><br>Discussion Board #1 |
| Jan 30-Feb 5<br>Class - Feb 1 | **M3 – Effective Communication**<br>-Communication methods<br>-When to communicate? Who to communicate to? How to Communicate?<br>-Barriers to communication | Weekly Question #3<br><br>1-Page Reflection #2 |
| Feb 6-12<br>Class - Feb 8 | **M4 – Motivating People**<br>-External vs intrinsic rewards<br>-Fostering intrinsic motivation | Weekly Question #4<br><br>Discussion Board #2 |
| Feb 13-19<br>Class - Feb 15 | **M5 – Promoting Innovation**<br>-How do you lead to promote innovation?<br>-Promoting non-frivolous risk taking.<br>-Rewards for wins are easy, what about punishment for losses/mistakes? | Weekly Question #5<br><br>1-Page Reflection #3 |
| Feb 20-26<br>Class - Feb 22 | **M6 – Leading through change, uncertainty, chaos and under pressure**<br>- How to approach big and little changes (global pandemic, a key employee leaving, etc.) | Weekly Question #6<br><br>Discussion Board #3 |
| Feb 27-Mar 4<br>Class – Feb 29 | **M7 – Amazon Leadership Principles**<br>- What are the Amazon leadership principles (14+2)?<br>-How does Amazon use the leadership principals in practice and in interviews?<br>-Should your company have leadership principles? | Weekly Question #7<br><br>Midterm Assessment |

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|---|---|---|
| Mar 5-11<br>Class - Mar 7 | **M8 - Teams**<br>- Storming, forming, norming and performing<br>What does it take to lead people?<br>How to lead people who are similar to you? How to lead people who are different? | Weekly Question #8<br><br>1-Page Reflection #4 |
| Mar 12-18<br>Class - Mar 14 | **M9 – The Economic Advantages of Diversity**<br>- Why diversity is an economic advantage<br>-How to support and engender diversity in the workplace<br>-You can't hear the voices that aren't in the room | Weekly Question #9<br><br>Discussion Board #4 |
| Mar 19-Mar 24<br>Class - Mar 21 | **M10 – Decision Making and Risk**<br>-Approaches to decision making in fast-moving, high-risk environments.<br>-No decision is a decision<br>-Acknowledging risk, managing risk, dealing with fear | Weekly Question #10<br><br>1-Page Reflection #5 (not due until the Mon after spring break, Apr 1). |
| | **Spring Break Mar 25 – Mar 31** | |
| Apr 2-8<br>Class - Apr 4 | **M11 – Building Trust & Empowering Your Team**<br>-Building Trust in your company and within your team<br>-Empowering the people in your company | Weekly Question #11<br><br>Discussion Board #5 |
| Apr 9-15<br>Class - Apr 11 | **M12 – Leading Remote/ Distributed/ Hybrid Teams**<br>- Advantages and disadvantages of distributed workforce<br>-How leadership is different when everyone is not in-house<br>-Strategies that have worked<br>-Value Prop and BMC for Analyzing a Businesses | Weekly Question #12<br><br>1-Page Reflection #6 |
| Apr 16-22<br>Class - Apr 18 | **M13 – Imposter Syndrome & Effective Presentations**<br>- L1 - Imposter Syndrome<br>• What is imposter syndrome?<br>• Who feels imposter syndrome and why?<br>• Ways to address and combat imposter syndrome.<br>L2 - Effective Presentations:<br>• How to give an effective presentation<br>• How to use slides to support your presentation and what makes a great slide.<br>• What an annotated presentation looks like.<br>• How to pace and present. | Weekly Question #13<br><br>Outline of Final Presentation<br><br>Graduate Student Team Project Presentations |
| Apr 23-May 5<br>Class – May 2 | **M14 – Who am I as a Leader? Who do I want to be?**<br>-What have you learned about yourself as a leader?<br>-Identifying Mentors<br>-Crafting your Leadership Story<br>-Class Wrap Up | Weekly Question #14<br><br>Individual Final |

**Course Evaluations**
At the end of the term, students will be asked to fill out an evaluation to give feedback about the course. SCET values and appreciates student responses, which are used to better understand and improve our courses. Students are strongly encouraged to submit the evaluation.

**Student Code of Conduct & Academic Integrity**
**Berkeley honor code**: Everyone in this class is expected to adhere to this code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others."
**Student Conduct:** Ethical conduct is of utmost importance in your education and career. The instructors, the College of Engineering, and U.C. Berkeley are responsible for supporting you by enforcing all students' compliance with the Code of Student Conduct and the policies listed in the CoE Student Guide. The Center for Student Conduct is set up to support you when you have been affected by actions that may violate these community rules. This includes an organized and transparent process, student participation in the process, mechanisms for appeals, and other mechanisms to protect fairness (https://sa.berkeley.edu/conduct).

Academic Integrity: Any assignment submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, you may use words or ideas written by other individuals, but only with proper attribution. To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism, self-plagiarism, and how to avoid it, see the Berkeley Library website.

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor beforehand. Anyone caught committing academic misconduct will be reported to the University Office of Student Conduct. Potential consequences of cheating and academic dishonesty may include a formal discipline file, probation, dismissal from the University, or other disciplinary actions.

**Inclusion**: We are committed to creating a learning environment welcoming of all students. To do so, we intend to support a diversity of perspectives and experiences and respect each others' identities and backgrounds (including race/ethnicity, nationality, gender identity, socioeconomic class, sexual orientation, language, religion, ability, etc.). To help accomplish this:

- If you feel like your performance in the class is being impacted by a lack of inclusion, please contact the instructors, your ESS advisor, or the departmental Faculty Equity Advisor (list and information at: https://diversity.berkeley.edu/faculty-equity-advisors). An anonymous feedback form is also available at https://engineering.berkeley.edu/about/equity-and-inclusion/feedback/.
- If you have a name and/or set of pronouns that differ from your legal name, designate a preferred name for use in the classroom at: https://registrar.berkeley.edu/academic-records/your-name-records-rosters.
- If you feel like your performance in the class is being impacted by your experiences outside of class (e.g., family matters, current events), please don't hesitate to come and talk with the instructor(s). We want to be resources for you.

- We are all in the process of learning how to respect and include diverse perspectives and identities. Please take care of yourself and those around you as we work through the challenging but important learning process.
- As a participant in this class, recognize that you can be proactive about making other students feel included and respected.

**Student Accommodations**

We honor and respect the different learning needs of our students and are committed to ensuring you have the resources you need to succeed in our class. If you need accommodations for any reason (e.g., religious observance, health concerns, insufficient resources, etc.) please discuss with your instructor or academic advisor how to best support you. We will respect your privacy under state and Federal laws, and you will not be asked to share more than you are comfortable sharing. The disabled student program is a related resource, listed below. UC Berkeley is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me.

If you have a disability, or think you may have a disability, you can work with the Disabled Students' Program (DSP) to request an official accommodation. The Disabled Students' Program (DSP) is the campus office responsible for authorizing disability-related academic accommodations, in cooperation with the students themselves and their instructors. You can find more information about DSP, including contact information and the application process here: dsp.berkeley.edu. If you have already been approved for accommodations through DSP, please meet with me so we can develop an implementation plan together.

*Students who need academic accommodations or have questions about their accommodations should contact DSP, located at 260 César Chávez Student Center. Students may call 642-0518 (voice), 642-6376 (TTY), or e-mail dsp@berkelely.edu.*

**Prevention of Harassment and Discrimination**

The University is committed to creating and maintaining a community dedicated to the advancement, application and transmission of knowledge and creative endeavors through academic excellence, where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of discrimination, harassment, exploitation, or intimidation. For more information on related policies, resources and how to report an incident, see the Office for the Prevention of Harassment and Discrimination (OPHD) website.

**Safety and Emergency Preparedness/Evacuation Procedures**

As class activities may keep you on campus at night, check out the Cal's Night Safety Services website for details on the University's comprehensive free night safety services. See the Office of Emergency Management website for details on Emergency Preparedness/Evacuation Procedures. The UC Berkeley Police Department website also has information regarding safety on campus. Dial 510-642-3333 or use a Blue Light emergency phone if you need help.

**Grievances**
If you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor. Then, if necessary, take your case to the SCET Chief Learning Officer, SCET Faculty Director, IEOR Department Chair, and to the College of Engineering Dean, in that order. Additional resources can be found on the Student Advocate's Office website and the Ombuds Office for Students website.

**SCET Certificate in Entrepreneurship & Technology**
This class can be used towards requirements to earn the SCET Certificate in Entrepreneurship & Technology. For details on the certificate requirements and other opportunities to engage with the Center, see the SCET website.

**Additional Resources**
See the Student Affairs website for more information on campus and community resources.

**Center for Access to Engineering Excellence (CAEE)**
The Center for Access to Engineering Excellence (227 Bechtel Engineering Center; https://engineering.berkeley.edu/student-services/academic-support) is an inclusive center that offers study spaces, nutritious snacks, and tutoring in >50 courses for Berkeley engineers and other majors across campus. The Center also offers a wide range of professional development, leadership, and wellness programs, and loans iclickers, laptops, and professional attire for interviews.

**Counseling and Psychological Services**
University Health Services Counseling and Psychological Services staff are available to you at the Tang Center (http://uhs.berkeley.edu; 2222 Bancroft Way; 510-642-9494) and in the College of Engineering (https://engineering.berkeley.edu/students/advising-counseling/counseling/; 241 Bechtel Engineering Center), and provide confidential assistance to students managing problems that can emerge from illness such as financial, academic, legal, family concerns, and more. Long wait times at the Tang Center in the past led to a significant expansion to include a 24/7 counseling line at (855) 817-5667. This line will connect you with help in a very short time-frame. Short-term help is also available from the Alameda County Crisis hotline: 800-309-2131. If you or someone you know is experiencing an emergency that puts their health at risk, please call 911.

**The Care Line (PATH to Care Center)**
The Care Line (510-643-2005; https://care.berkeley.edu/care-line/) is a 24/7, confidential, free, campus-based resource for urgent support around sexual assault, sexual harassment, interpersonal violence, stalking, and invasion of sexual privacy. The Care Line will connect you with a confidential advocate for trauma-informed crisis support including time-sensitive information, securing urgent safety resources, and accompaniment to medical care or reporting.

**Ombudsperson for Students**
The Ombudsperson for Students (102 Sproul Hall; 642-5754; http://students.berkeley.edu/Ombuds) provides a confidential service for students involved in a University-related problem (academic or administrative), acting as a neutral complaint resolver and not as an advocate for any of the parties involved in a dispute. The Ombudsman can provide information on policies and procedures affecting students, facilitate students' contact with services able to assist in resolving the problem, and assist students in complaints concerning improper application of University policies or procedures. All matters

referred to this office are held in strict confidence. The only exceptions, at the sole discretion of the Ombudsman, are cases where there appears to be imminent threat of serious harm.

**UC Berkeley Food Pantry**
The UC Berkeley Food Pantry (#68 Martin Luther King Student Union; https://pantry.berkeley.edu) aims to reduce food insecurity among students and staff at UC Berkeley, especially the lack of nutritious food. Students and staff can visit the pantry as many times as they need and take as much as they need while being mindful that it is a shared resource. The pantry operates on a self-assessed need basis; there are no eligibility requirements. The pantry is not for students and staff who need supplemental snacking food, but rather, core food support.