



Carnegie Mellon University  
Master of  
Software Engineering

## 17-604 Communications for Software Leaders II

Spring 2022, 3 units

Section A, Tuesdays, 8:35 am – 9:55 am, 3SC 265, IPE  
Section B, Tuesdays, 11:50 am – 1:10 pm, 3SC 265, IPE  
Section C, Thursdays, 8:35 am – 9:55 am, 3SC 265, IPE  
Section D, Wednesdays, 7:00 pm – 8:20 pm (Pittsburgh local time), REMOTE

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### Instructor Information

**Name:** Dominick (Nick) Frollini  
**Contact Info:** [nfrollini@cmu.edu](mailto:nfrollini@cmu.edu); 412-268-5359 (office)  
**Office Location:** 300 S. Craig Street – Room 274  
**Office Hours:** By Appointment

### TA Information

<b>Name:</b>	Michael Boydos (Head TA)	Jennifer Moritz
<b>Contact Info:</b>	<a href="mailto:mboydos@andrew.cmu.edu">mboydos@andrew.cmu.edu</a>	<a href="mailto:jmoritz@andrew.cmu.edu">jmoritz@andrew.cmu.edu</a>
<b>Office Hours:</b>	By Appointment	By Appointment

### Course Description

Communications skills are fundamental to professionals in all fields, from architecture to software engineering to zoology, because they enable the exchange of ideas and the completion of organizational goals. The ability to identify an audience, to develop clear, persuasive presentations and written documents, and to handle the complex interactions that occur in the workplace make the difference between those who participate in an organization and those who lead it.

This is the second course in a two-semester sequence designed to help you build and refine your skills so that you can communicate as a leader in your professional work. Through a combination of in-class exercises, case studies, projects, presentations, and written assignments, you will assess your current skill level and build upon it.

### Prior Knowledge/Prerequisites

17-603 Communications for Software Leaders I is a prerequisite to this course.

### Learning Objectives

By the end of this semester, you will be able to:

1. Develop and execute strategies for communicating within an organization;
2. Develop and execute strategies for communicating outside of an organization;
3. Understand the role that emotional intelligence plays in communication;
4. Enhance your skills at listening;
5. Build skills to manage intercultural communications issues;
6. Manage teams and team meetings effectively;
7. Engage effectively in negotiations;
8. Give presentations with increasing confidence; and
9. Refine your understanding of the role that ethics play in communication.

## Learning Resources

We will use one **required textbook** this semester; this textbook was also used during the fall semester for 17-603 Communications for Software Managers I:

*Leadership Communication 4th Edition*

By Deborah Barrett  
ISBN-13: 978-0073403205  
ISBN-10: 0073403202

You may obtain this book from the campus bookstore or any online source that you wish, but please be sure to obtain the 4th Edition as many assignments will be taken directly from the textbook.

The following **book** is also **required** for this semester.

*Getting to Yes: Negotiating Agreement Without Giving In 3<sup>rd</sup> Revised Edition*

By Roger Fisher, William L. Ury, and Bruce Patton  
ISBN-13: 978-1844131464  
ISBN-10: 1844131467

You may obtain this book from the campus bookstore or any online source that you wish.

We will use four **case studies** from the Dispute Resolution Resource Center at the Kellogg School of Management at Northwestern University this semester:

*Alpha Beta*  
*SHARC*  
*Mouse*  
*Motorola Droid 2: The Product Manager's Dilemma*

You will receive an electronic invoice from Kellogg for these cases (approximate cost \$20) and access to your specific portion of each case later this semester. Please be sure to add [noreply@new.negotiationexercises.com](mailto:noreply@new.negotiationexercises.com) to your contact list to avoid mail delivery issues.

We will maintain an active course website on Canvas where you may access various materials and submit assignments.

## Assessments

Your final course grade will be calculated using the following categories:

6 small assignments [S] @ 5% each	30%
5 medium assignments [M] @ 10% each	50%
1 large assignment [L] @ 15%	15%
participation/attendance	5%
<b>Total</b>	<b>100%</b>

A specific list of assignments can be found in the course schedule, below.

Assignments will be scored on the following four-point scale:

Score	Description	% Translation
0	Unacceptable	0%
1	Needs Improvement	33%
2	Proficient	66%
3	Advanced	100%

*Fractional scores are possible.*

In general terms, these scores mean:

*0 – Unacceptable* – The work submitted does not meet the basic goals of the assignment and does not demonstrate that the student has attempted to master the learning objectives involved. In a “real world” context, this is roughly equivalent of submitting a report that is incomplete to a supervisor in a manner that demonstrates it was done at the last minute and with no effort.

*1 – Needs Improvement* – The work submitted meets some of the basic goals of the assignment and, while the student has not yet mastered the learning objectives involved, has begun to internalize them. In a “real world” context, this is roughly equivalent to submitting a report to a supervisor that is complete, but fundamentally lacking or flawed in one or more areas.

*2 – Proficient* – The work submitted meets the basic goals of the assignment and demonstrates that the student has internalized the learning objectives involved. In a “real world” context, this is roughly equivalent to submitting a report to a supervisor that is complete and lacking in any significant flaws.

*3 – Advanced* – The work submitted exceeds the basic goals of the assignment and demonstrates that the student has mastered the learning objectives involved to a very high degree of proficiency. In a “real world” context, this is roughly equivalent to submitting a report to a supervisor that is complete, exceptionally structured, and which is noted in your annual performance appraisal as exceeding all reasonable expectations.

Most assignments will be accompanied by a grading rubric to help you understand the expectations of the assignment and the manner in which you will be graded.

You will be assigned the following final letter grades, based on calculations coming from the course assessments as scored above:

<b>Score</b>	<b>Letter Grade</b>
33 or below	R
34 - 41	C-
42 - 49	C
50 - 57	C+
58 - 65	B-
66 - 73	B
74 - 81	B+
82 - 89	A-
90 - 97	A
98 - 100	A+

### **Grading Policies**

- **Late-work policy:** Deadlines in the professional world are often inflexible; failure to complete a project on-time can result in serious consequences for employees and their organizations. Accordingly, the expectation is that you will turn in your work by the stated deadline for the assignment, in the absence of extenuating circumstances (e.g., a medical emergency). However, we realize that life happens, and you may turn in one assignment late during the semester without a documented reason – this assignment will be penalized by one point (that is, if it would’ve received a score of “3”, it will receive a score of “2”). Unexcused assignments after the first will receive a score of “0”.
- **Make-up work policy:** If you become ill during the semester (as documented by either an external medical professional or University Health Services), you will be permitted to make up any work that you

have missed and to turn in assignments late without the normal penalty. Please endeavor to inform me at least 24-hours prior to the due date of any given assignment if at all possible.

- **Re-grade policy:** If you believe that your score on any assignment is incorrect, you may ask me to review the work for a possible re-grade. You should submit this request, in writing, within three business days of the score being given to you. Please note that (1) you may submit no more than one such request during the semester, and (2) a request for a review of your work does not guarantee that the score will increase. Your score will *never* decrease as a result of a re-grade request.
- **“Redemption” policy:** We recognize that sometimes assignments do not go as planned, for many reasons. While the real world rarely has an “undo” feature, in the interest of allowing you to build your skills we will allow you to re-attempt one (and only one) individual assignment during the semester on which you initially achieve a score less than 2. (Group assignments, in-class simulations, and similar types of work may not be re-attempted). You must contact the instructor within 24 hours of your grade being posted to request a re-attempt. You will then have 72 hours to complete and submit a new version of the assignment in question. The maximum score you can achieve on this resubmission is the lesser of 2.0 or twice your initial score. For the avoidance of doubt, this means that if your initial score on the assignment was a 1.5, the maximum you can obtain with the re-attempt is 2.0; and that if your initial score on the assignment was a 0.7, the maximum that you can obtain with the re-attempt is 1.4.

### Course Policies

- **Attendance and participation policy:** You will be expected to attend all class sessions (unless otherwise discussed with the instructor); the instructor or TA will record attendance. Additionally, you will be expected to participate fully in all in-class discussions, exercises, and case studies. This may initially be uncomfortable or challenging, but part of becoming a more effective communicator is learning how to participate in group meeting; our class sessions are excellent practice for your future professional interactions. However, you should not feel obligated to speak during every class session (unless we are doing a simulation or case study). Make meaningful contributions when and where you can. We will discuss this in more detail at our initial session. Please note that I expect that you will abide by all behaviors indicated in [A Tartan’s Responsibility](#), including any timely updates based on the current conditions.
- **Academic integrity and collaboration:** Honesty and transparency are important to good scholarship. Plagiarism and cheating, however, are serious academic offenses with serious consequences. If you are discovered engaging in either behavior in this course, you will earn a failing grade on the assignment in question, and further disciplinary action may be taken. For a clear description of what counts as plagiarism, cheating, and/or the use of unauthorized sources, please see the University’s Policy on Academic Integrity here: <https://www.cmu.edu/policies/student-and-student-life/academic-integrity.html>. If you have any questions regarding plagiarism or cheating, please ask me as soon as possible to avoid any misunderstandings. For more information about Carnegie Mellon’s standards with respect to academic integrity, you can also check out the Office of Community Standards & Integrity website: <https://www.cmu.edu/student-affairs/ocsi/students/avoiding/index.html>.
- **Use of mobile devices:** You will be expected to engage fully during our class sessions as you would in the professional world during a meeting; this means that mobile devices should not be utilized (except for viewing notes during a presentation) in class. For any sections conducted online, this means that you should not be using a secondary device during class (i.e., you should not be using your cell phone to play a round of “Candy Crush” while we are discussing a case or listening to a presentation). Be kind to and considerate of your fellow students.
- **Accommodations for students with disabilities:** If you have a disability and require accommodations, please contact Catherine Getchell, Director of Disability Resources, 412-268-6121, [getchell@cmu.edu](mailto:getchell@cmu.edu). If you have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at [access@andrew.cmu.edu](mailto:access@andrew.cmu.edu).

- **Statement on student wellness:** As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. CMU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at: <http://www.cmu.edu/counseling/>. Support is always available (24/7) from Counseling and Psychological Services: 412-268-2922. Make sure to move regularly, eat well, and reach out to your support system or me if you need to. We can all benefit from support in times of stress, and this is semester is no exception. Additionally, if you are worried about affording food or feeling insecure about food, there are resources on campus who can help. Contact the CMU Food Pantry Coordinator to schedule an appointment: [cmu-pantry@andrew.cmu.edu](mailto:cmu-pantry@andrew.cmu.edu) or 412-268-8704 (SLICE office).
- **Statement on respect for diversity:** It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.
- **CMU's Student Academic Success Center (SASC):** The SASC has a number of resources available to provide you with support that you may need to achieve your highest level of performance at Carnegie Mellon, including Communication Support as well as Language and Cross-Cultural Support programs. Learn more at <https://www.cmu.edu/student-success/index.html>.

#### **For Section D: Use of Zoom in the Class**

In the remote section of this course, we will be using Zoom. The link is available on Canvas. Please make sure that your Internet connection and equipment are set up to use Zoom and that you are able to share audio and video during class meetings. Let me know if there is a gap in your technology set-up via email as soon as possible, and we can see about finding solutions.

Students who are in a location that makes attending class during the scheduled time challenging should review their situation with me as soon as is possible so that arrangements can be made to accommodate their needs. Please note that while Zoom sessions will be recorded, recordings will generally only be made available via special request or to accommodate students who cannot attend due to location issues. Please note that you are not allowed to share these recordings when they are made available. This is to protect your FERPA rights and those of your fellow students.

Based on the nature of the course, being able to see one another will facilitate a better learning environment, promote more engaging discussions, and allow you to practice your own communications skills. Accordingly, our default expectation is that you will have your camera on during lectures and discussions.

During our class meetings, please keep your microphone muted unless you are sharing with the class or your breakout group. If you have a question or want to answer a question, please use the "raise hand" feature (available when the participant list is pulled up), unless otherwise directed. The TA and I will monitor this channel and will call on students to participate.

#### **For In-Person Sections: Transferring to Fully Remote During the Semester**

If the class needs to go fully remote, you will receive an email from me and an announcement will be published on our course website on Canvas.

## Course Schedule

Class Session	Theme(s)/Topic(s)	Class Dates			In-Class Activities	Learning Objectives Addressed	Assignment(s)	Assignment Due Dates		
		Sections A & B	Section D	Section C				Sections A & B	Section D	Section C
		Tuesday	Wednesday	Thursday				Sunday	Monday	Tuesday
1	Course Overview, Emotional Intelligence, Listening Skills	18-Jan	19-Jan	20-Jan	Presentation and In-Class Exercises	3, 4	Read chapters 8 and 9 (including application 9.1); complete application 8.2 [S]; select team for final presentation assignment	23-Jan	24-Jan	25-Jan
2	Diversity and Intercultural Communications	25-Jan	26-Jan	27-Jan	Presentation and In-Class Exercise	1, 5	Read chapter 10; complete application 9.2 [S]	30-Jan	31-Jan	1-Feb
3	Leading High-Performing Teams	1-Feb	2-Feb	3-Feb	Presentation and In-Class Exercise	1, 6	Read chapter 11; complete application 10.4 [S]	6-Feb	7-Feb	8-Feb
4	Meetings	8-Feb	9-Feb	10-Feb	Presentation and In-Class Exercise	1, 3, 4, 6	Read chapter 12; complete application 11.2 [S]	13-Feb	14-Feb	15-Feb
5	Organizational Issues	15-Feb	16-Feb	17-Feb	Presentation and In-Class Exercise	1, 4, 5, 8	Read chapter 13; complete application 12.4 [M]	20-Feb	21-Feb	22-Feb
6	Internal Communications	22-Feb	23-Feb	24-Feb	Presentation and In-Class Exercise	1, 3, 5, 6	Read chapter 14; complete application 13.2 [S]	27-Feb	28-Feb	1-Mar
7	External Communications	1-Mar	2-Mar	3-Mar	Presentation and In-Class Exercise	2, 3, 5	Begin reading "Getting to Yes"	NA	N/A	N/A
--	Spring Break: No Class Meetings	8-Mar	9-Mar	10-Mar	N/A	N/A	None	N/A	N/A	N/A
8	Negotiations: Introduction	15-Mar	16-Mar	17-Mar	Introductory Presentation	7	Finish reading "Getting to Yes" and prep Alpha-Beta Case Study	N/A; no submission	N/A; no submission	N/A; no submission
9	Case Study: Alpha Beta	22-Mar	23-Mar	24-Mar	In-Class Negotiation Simulation and Discussion [M]	3, 4, 5, 7	Prep SHARC Case Study	27-Mar	28-Mar	29-Mar
10	Case Study: SHARC	29-Mar	30-Mar	31-Mar	In-Class Negotiation Simulation and Discussion [M]	3, 4, 7, 9	Prep Mouse Case Study	N/A; no submission	N/A; no submission	N/A; no submission
11	Case Study: Mouse	5-Apr	6-Apr	7-Apr	In-Class Negotiation Simulation and Discussion [M]	3, 4, 5, 7	Prep Motorola Droid 2 Case Study	10-Apr	11-Apr	12-Apr
12	Case Study: Motorola Droid 2	12-Apr	13-Apr	14-Apr	In-Class Negotiation Simulation and Discussion [M]	1, 2, 3, 4, 6, 7	Complete final prep work for final presentation	N/A	N/A	N/A
13	Final Team Presentations	19-Apr	20-Apr	21-Apr	Team Presentations [L], Debrief, and Discussion	All	None	N/A	N/A	N/A
14	Final Team Presentations	26-Apr	27-Apr	28-Apr	Team Presentations [L], Debrief, and Discussion	All	Complete final self-assessment of CDP [S]	1-May	2-May	3-May

*Note: All assignments are due at 5 pm Pittsburgh local time on the date indicated unless otherwise announced.*

**Note: There will be no class on Thursday, April 7, per the University's academic calendar. Students in Section C will be asked to attend one of the other class sessions that week to participate in the negotiation exercise. The instructor will work to accommodate all students and will make additional arrangements if necessary.**