Course Description

The EDGE Seminar Series on Energy & Environment brings business decision makers and thought leaders to Duke to share their insights on the key issues and trends driving business strategy at the intersection of energy, development, and environment.

The market environment for businesses in the 21st century is profoundly shaped by the convergence of three inter-related megatrends: 1) A rapidly-growing global human population of over 7 billion, projected to reach 9-10 billion in coming decades, all of whom aspire to a middle class quality of life; 2) A radical expansion and transformation of global resource, energy, and infrastructure systems needed to accommodate global society’s needs; and 3) Growing stress on the ecosystems that support both #1 and #2. The interaction of these forces has critical implications for every aspect of business decision-making. The purpose of this seminar to explore how these trends are evolving, and how business leaders are creatively responding to protect and grow their businesses.

This seminar will highlight efforts of leading companies as they reduce risks and negative impacts while enhancing profits and positive outcomes. In this seminar series, we will highlight emerging “next practices” in energy management and sustainable development, focusing especially on high impact sectors such as energy, agriculture, mining, manufacturing, and the industries that support them.

This seminar series will run over the course of the entire academic year, with students having the option of taking 1 semester (Terms 1 & 2 or Terms 3 & 4, for 1.5 credits), or the entire academic year (for 3 credits). Each semester, participating students will attend a kick-off session, final session, plus 5 seminars, and complete all preparatory work and assignments.

The information below describes the objectives, mechanics and requirements of the EDGE Seminar Series.
COURSE SYLLABUS

Objectives

• Expand the breadth and depth of students’ understanding of energy, environment, and sustainable development issues and trends, and their relevance to business strategy and practice.
• Complement the MBA general management courses by demonstrating applications to energy and environment-related industry sectors.
• Facilitate interaction between E&E-related students, alumni, thought leaders, and prospective employers.
• Apply analytic skills to develop an informed point of view on current trends, challenges, and controversies related to the business of energy and environment.

Schedule

The seminar series will meet on select Wednesdays from 10:15 AM – 12:15 PM. The EDGE Seminar Series will be coordinated with the MBAA and campus-wide calendars to minimize conflicts.

A typical seminar will be organized as follows:
• Seminar speakers, titles, dates/times, readings, and topics will be posted on the class Sakai site, where students will access readings and other preparatory materials. Some details of the seminar may shift as seminar speakers prepare and logistics change – so check the details on Sakai in the week leading up to the seminar for final plans and resources.
• Host teams will connect with each speaker about two weeks before to discuss the seminar topic, and address any logistical issues. Based on this interaction and the readings, the host team will submit questions to the speaker and other students by Friday at 11:50 PM before the seminar.
• Host teams, working with EDGE, will arrange any appropriate side meetings for the seminar speaker – with faculty, students, or others. The host team will send out final agenda for the day of the seminar by 11:50 PM the Monday before the seminar.
• A typical seminar will include a 30-minute debrief discussion on the previous seminar speaker, a 45-minute presentation by the speaker, followed by a 45-minute Q&A session. Occasionally, a seminar may include a more targeted discussion, interactive activity, breakout sessions, or other format.
• Students submit their position articles to Sakai by 11:50 PM on Sunday after the seminar.
COURSE SYLLABUS

Attendance & Absence Policy

Participating students must attend the mandatory kickoff and concluding sessions, plus 5 (five) of the scheduled seminars each semester. For each seminar, students will student confirm their attendance by signing a tracking sheet, and commit to participating in the entire session. Doing otherwise is a violation of the honor code. Absences will be tracked, and students are responsible to track their own absences and follow the policy. Students who exceed the absence policy must contact the instructor beforehand to make alternative arrangements.

Course Credit and Requirements

The course is offered at 1.5 credits, including an orientation (1.5 hours) and concluding session (2 hours). With five seminars at 2 hours each, total classroom time equals 13.5 hours, which is the required amount for 1.5 credits. In this seminar, the professor will use the Fuqua rating system (e.g. SP, HP, P, etc.) for Fuqua students, and letter grades for non-Fuqua participants.

Class Materials

Course web site: Access through Sakai (details provided in class)

Course Requirements

Seminar Participation (35%)
Active participation is an important part of the learning process in this course. You will learn a great deal from the ideas of others in the class. It is essential that you come to the seminars prepared to ask insightful questions of the speaker, and share your insights with others. You will be evaluated on the quality of your contributions and insights. A contribution to class discussions builds on the preceding discussion, and moves it forward to generate new insights.

Good inputs, both in class and in writing, are insightful and relevant. They should use logic and evidence (e.g. specific topics from the presentation), and should do more than just express an opinion. Comments may also relate a personal experience or current event that helps to illuminate the ideas being discussed. Quality of comments is more important than quantity, and dominating class discussions can negatively affect your participation grade.

One of the best ways that you can ensure being included in class discussion is to display a clearly visible, legible nameplate.

Host Team Execution (10%)
All seminar speakers are senior leaders in their specific fields, who are taking their time to contribute to your academic experience at Duke University. As host teams, you are expected to thoroughly review the readings and background material for your speaker, connect with the speaker to provide background and context of the
COURSE SYLLABUS

seminar, provide guidance to the speaker on key questions, and organize the logistics for the speaker’s day on campus. This must be done with the highest level of professionalism. It is critical that the host team also orients the other students to the speaker’s topic, raises the level of interest and awareness, and provides a briefing for other participants.

Host teams have 4-5 members. The host team helps to promote interaction between the speaker and the students, ensures a well-prepared audience, and develops thoughtful questions based on the readings.

Specifically, the host team is expected to the following:
1. Read assigned materials for the seminar, and submit 4 questions to Sakai by Friday, 11:50 PM the week BEFORE the seminar. Host teams should also share questions with the presenter so they can address them in the seminar, and with the other students to stimulate their thinking before the seminar.
2. In class, host team members should provide a brief (5-10 minute) overview of the speaker, topic, and questions to consider. This introduction can include some insights from the readings, but doesn’t need to provide all reading highlights. The purpose of this overview is to prepare the audience to get the most from the interaction with the seminar speaker.
3. One member of the team should briefly introduce the speaker at the seminar and present a gift following the presentation. (EDGE will provide the gifts for the speakers.)

Blog posts (30%; 10 points each)
Students must complete and submit a minimum of 3 blog posts addressing key themes from the seminars, suitable for publishing on the EDGE Notes blog. These articles should be ~750 words, though may be 500-1,000 words depending on the topic and your argument. Each blog post should explicitly address the seminar speaker (by name), identify a key position or argument from the seminar, and advance your own point of view about the topic. You can select which three (3) of the seminars are best for you to submit a blog – no need to get your instructor’s permission. However, you are responsible for ensuring that 3 blogs are submitted by the end of the semester.

Your post can disagree with a speaker’s position, apply an insight to a new question or domain, or identify the limits of the speaker’s argument. It may briefly summarize some of the speaker’s main points (no need for a comprehensive summary), but should primarily focus on your reflection or argument. It should use and cite external references where appropriate, either from class readings or other sources (please use APA format for citations). The posts will be evaluated based on their clarity, insight, creativity, persuasiveness, and quality of writing.

All position articles must be submitted to the Sakai site by 11:50 PM on the Sunday following the seminar. Further guidance on blog posts will be provided in the orientation session in the first class. After each seminar, one or two of the best posts will be published to the EDGE Notes blog (with student permission).
Final Essay and Presentation (25%)
At the end of the semester, the instructor will provide 3 core questions raised by the speakers in the seminar series, and students will complete a 1,000-word essay responding to one of these questions. The essay should clearly answer the question, and provide support for their argument using insights from the speakers or other sources. Don't forget to provide appropriate APA-style citations! In addition, students will summarize the highlights of their argument on 1 slide to share in class.

A Note on Late Assignments: If you have a very good reason for not being able to turn in an assignment on time, please email the professor beforehand to make other arrangements. Otherwise, your grade will be adjusted downward as appropriate to the assignment.

Fuqua Honor Code: Duke University is a community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of this community, students are expected to adhere to these fundamental values at all times, in both their academic and non-academic endeavors. The Fuqua Honor Code and the Honor Code Bylaws address violations or actions committed by students of The Fuqua School of Business or others taking MBA classes at Fuqua.

Details on the Fuqua Honor Code can be found HERE. Please review the code before the first class.