



BAEP 558: The Entrepreneurial Advisor Problem-Solving for Early-Stage Companies

Syllabus, Fall 2015

14411R, Wednesdays, 6:30 BRI 5

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Course Description

The Entrepreneurial Advisor is a 3-credit course that addresses the fundamental principles of creative problem finding, framing, and solving for difficult entrepreneurship, business, and societal problems facing early and growth-stage companies. Several Southern California entrepreneurial companies will serve as sources of problems for student teams who will take the role of entrepreneurial advisors. These companies will be known as “Entrepreneurial Advisor Companies.” Drawing on research and theory in entrepreneurship, critical thinking, design thinking, creativity, ethnography, and systems theory, this course enables you to develop skills in how to think about difficult problems that are characterized by volatility, uncertainty, complexity, and ambiguity and for which there are no options that satisfy the needs of all stakeholders and constituencies. They are often called “wicked” problems. Dealing with wicked problems requires entrepreneurial leadership and new ways of thinking. The majority of the course focus will be on finding and framing problems in creative ways using techniques such as ethnographic observation, iteration, storytelling, and divergent/convergent idea generation before considering a range of solutions in the form of options and gathering feedback to enable the assessment of those options. We do not focus on recommendations but rather on offering the Entrepreneurial Advisor Company options to consider. Spending sufficient time on finding and framing problems is essential to developing creative and meaningful options. **You will apply these skills to a wicked problem faced by an early-stage entrepreneurial company or non-profit organization in the Southern California region and present your findings through a presentation and a written report to the company.**

Course Learning Objectives

The major goal of this course is that **you learn to think about how you think**. It is expected that you will leave the course with entrepreneurial and critical thinking skills as well as decision-making tools that you can apply immediately to find, frame, and solve difficult problems in your chosen field. Critical thinking at Marshall is defined as the “intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information as a guide to belief and action, and clearly communicating the results.” It is the foundation on which the other skills are developed. By the conclusion of this course, you will be able to

- Apply critical thinking principles as the fundamental intellectual standard for thinking about thinking.
- Use design thinking and creative problem-solving skills to identify and frame difficult business and societal problems with more discipline before considering alternative solutions.
- Employ ethnographic techniques to observe, diverge and converge on insights, develop stories, and experiment.

- Use systems thinking to generate options, analyze problems and solutions, and consider the impact of decisions on the company or organization.
- Use entrepreneurial thinking to design experiments and physically model potential solutions.
- Enhance your written and oral communication skills while working with the management team of your Entrepreneurial Advisor Company.

To achieve these objectives through a stimulating and active learning experience, the course will be assignment centered and experiential rather than lecture centered, which means that you will need to prepare assignment materials before coming to class for the experiential development of skills. The evaluation of students' work will emphasize the use and application of knowledge rather than the simple acquisition of content.

Course Materials

Required textbook: *Creative Approaches to Problem Solving: A Framework for Innovation and Change*, (2010), Scott G. Isaksen, K. Brian Dorval, Donald J. Treffinger, Sage Publications, Inc. 3rd Edition.

This is your handbook for creative problem solving. It provides the broad framework under which we'll be working. You can find it at Amazon.com as a paperback, new or used, or you can rent it.

Harvard Business School Publications – These should be purchased online using the link provided. Be sure to register on the site to access the materials.

<https://cb.hbsp.harvard.edu/cbmp/access/38484649>

HBS Article: "Mind the Gaps: The Challenges of Using Design to Scale Wicked Problems" Robert Fabricant, 2012.

HBS Article: "Are You Solving the Right Problem?" Dwayne Spradlin, 2011.

HBS Article: "Observe First, Design Second: Taming the Traps of Traditional Thinking." Matthew E. May, 2012

HBS Article: "Re-framing Opportunities: Design Thinking in Action," Jeanne Liedtka, Andrew Kind, and Kevin Bennett, 2013.

HBS Article: "Organizational Capacity for Change Dimension 5: Systems Thinking," William Q. Judge, 2011.

Additional articles and links to required reading and viewing will be provided in the Course Schedule and in some cases posted in Blackboard

Supplies

To complete some of your out-of-class and in-class exercises, you will need the following:

- Post-it notes (3" x 5" size preferable)
- Felt tip markers (sharpies) suitable for white boards and poster paper (you may want multiple colors)
- Poster size paper (super-sized Post-its are good so they'll stick to the wall)

Course Communication

Course communication will take place through announcements in class, emails, and on Blackboard (blackboard.usc.edu). Many of the emails I send will go through Blackboard; therefore, it's imperative that you have a fully operational Blackboard account with a current and correct email address posted. By default, Blackboard uses your USC email address (username@usc.edu) for sending emails; if this is not your primary email account, please make sure to forward your USC email to the account you use. You are responsible for ensuring that messages will not bounce back due to your storage quota being full.

Evaluation of classroom participation

The participation portion of the grade is worth 15% and is evaluated in a number of ways. Obviously, participation is correlated with attendance. It is impossible to earn a participation grade if you are not in class. Attendance at all class sessions is critical to the participation component of the course and to learning in general as we will discuss material not found in the textbook; in addition, we will undertake a number of in-class exercises for skill development and strategy-building sessions that require your regular attendance. Entrepreneurship is inherently collaborative—a social process. Entrepreneurs find opportunities, adapt, change, and improve themselves by listening and learning from others. Please come to class prepared to participate in the day's activities as specified in the Course Plan.

In general, students fall into four participation categories as detailed below. You will have an opportunity to evaluate and rate your own participation based on these categories at the end of the semester.

Outstanding Contribution: Your contributions reflect considerable preparation; they are substantive and supported by your research. You are also able to relate your own experience to the topic. The class, in general, listens when you speak because they learn something. If you were not a member of class, the discussions would suffer.

Excellent Contribution. You come prepared with substantiated comments. You demonstrate good insight and clear thinking. The class notices when you're not part of the discussion.

Average Contribution. Your preparation is satisfactory and achieves the minimum requirements. You rarely offer interesting insights into the discussion, but sometimes you present a compelling idea or take the discussion in a new direction. Alternatively your comments are often off-point and do not provide any constructive direction to the discussion.

No Contribution. You say little or nothing in class. If you were not in the class, the discussion would not suffer.

In the rare case where a student is unable to participate for language or other reasons, please inform me.

Evaluation of Course Effort

To achieve an A in this class, you will need to go well beyond the minimum requirements as stated in the syllabus in terms of the quality of your work and your involvement in and contribution to the class. An A is a sign of superior work and, much like the efforts of entrepreneurs, reflects the fact that you stood out from the crowd.

I will provide individual grade summaries on Blackboard. If you have any questions about your grade or anything else about the class during the semester, please make an appointment to see me or talk by phone to discuss these issues. If you do not notify me of an incorrect or missing grade based on the grade summaries within two weeks of the grade being posted, the grade will be assumed correct. All assignments will have posted grading rubrics so you know exactly how you're being graded.

Please be advised that your papers will be submitted on a random basis to "Turnitin" through the Blackboard system, which will generate an originality report on your paper. Bottom line: Your original thought, in addition to carefully cited sources, will insure that you don't run into academic integrity issues that may affect your grade or your standing at the university. Any material cited verbatim from its original source should be in quotes and contain a reference to a full citation for that source. Paraphrased work should also contain a reference to the source citation.

Guidelines for all Course Assignments (Please read carefully!)

The following guidelines apply to ALL assignments without exception.

All assignments must be posted to Blackboard by the date and time due as posted in the Course Plan. No exceptions. If you will not be in class on the due date, your individual or team assignment must still arrive no later

than the time and date it is due. Please keep copies of all your files and emails until the end of the semester.

File labels are essential because all assignments are submitted online and downloaded into folders by the students' last names. It is critical that you follow the labeling conventions below (they're very logical).

1. **Any files (only SINGLE files please) must be labeled as follows:**
yourlastname_558_assignment name. I do not accept files with generic labels like "assignment."
2. **You should put your name and your teammates' names (if it is a team assignment) in alphabetical order at the top of the page of the actual assignment document or on the cover slide of a PowerPoint deck.**

Assignments that do not follow these rules will be returned and lose 5% of the possible points if resubmitted in a timely fashion. These requirements are necessary to maintain order and to find files quickly.

For grading purposes only (no feedback), assignments will be accepted after the deadline with the following penalties:

- Assignments turned in after the required time on the due date and within 24 hours of the date due will lose 10% of the total points possible.
- Papers turned in 24 hours after the due-date will lose 20% of the total points.
- No papers will be accepted 48 hours after the date due.

Description of Course Assignments

The intent of the course assignments is to enable you to build skills in identifying, synthesizing, analyzing, evaluating, supporting, and presenting wicked problems and their solution options. The final project will reflect how well you have developed these skills throughout the semester. The skills to be learned in this course are those valued by firms that hire our students and investors who fund our students' start-ups.

The following are summary descriptions of assignments. Detailed assignment requirements and grading rubrics will be posted in Blackboard and discussed in class. Assignments and their due dates are also listed in the Course Plan, which will be posted before the start of the spring semester.

- **Preparation for Class "Read and Do": Reading, Video, and Exercises** that must be reviewed and prepared before coming to class so that we can expand on your preparation with in-class discussion and experiential exercises.
- **Short, one-page written assignments** of two types: Type 1: *Analysis*. These are one-page, single-spaced exploratory pieces where you will identify key issues and respond to a question that elicits original critical thought. Type 2: *Reflection Pieces*. In these one-page, single-spaced papers, you will consider the insights and learning you experienced from in-class exercises, guest speakers, take-home assignments and your interactions with the Entrepreneurial Advisor Company and thoughtfully reflect on their meaning and impact.
- **A journal—essentially a portfolio of your insights and skill development.** The journal captures thoughts, learning, skill development, and reflections on problem finding and solving throughout the semester. It is required and will be turned in at the end of the semester. This journal will capture the critical lessons learned during the course. You will be asked to make journal entries for some of your out-of-class and in-class assignments. The journal is a common tool used by designers, project managers, engineers, and inventors. Your journal is personal and should reflect your working style. Accordingly, it can be in digital format or handwritten. It can include imagery, words, mind maps, or anything related to the course work and to your semester project. All I ask is that it be organized by date for easy reading and reference. **You will be submitting this journal at the end of the semester so if you use a physical journal, it should be NO larger than 8.5" by 11". A digital journal must be a single pdf file of a size acceptable to Blackboard.**

You will have required journal posts as stated in the course schedule, but I encourage you to journal every class and include your individual thinking (imagery and words) about what you learned.

- **Entrepreneurial Advisor Project** that involves the finding, framing, and re-framing of a wicked problem faced by an existing early-stage or early growth for-profit or non-profit company that your team is advising. Your team will research and understand in depth the problem you have identified, generate a range of options for solving the problem, gather research to assess the alternative options and their respective impact, and offer a recommendation and rationale for the best option.

Your team will present its findings to the class and to representatives of your respective Entrepreneurial Advisor Company in the form of an oral presentation and a brief written report. A separate document with details about requirements will be posted on BB and discussed in class.

The following is a breakout of the relative value of the assignments.

Assignment	Percent	Points
Course Preparation (5 deliverables at 100 pts ea)	25%	500
Participation	15%	300
Journal	20%	400
Entrepreneurial Advisor Project Report of Findings and Lessons Learned	25%	500
Entrepreneurial Advisor Presentation	15%	300
		2000

University and Marshall Policies

Please read the following policies carefully. They are critical to your success in this course.

Confidentiality Policy

Throughout the Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of the Greif Entrepreneurship Program that all such information is to be treated as confidential.

By enrolling in and taking part in the Program's classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers, or faculty, as applicable. Students further agree not to utilize any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party. In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to the Program.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California University Governance Policies and procedures as outlined in **SCAMPUS**, and to any

remedies that may be available at law. The Entrepreneur program, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in Entrepreneur Program classes or events. Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

Academic Conduct

Plagiarism - presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu/> describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Technology Policy

Web-enabled devices are not permitted during academic, professional sessions, or for guest speakers unless otherwise stated by the professor. Use of other personal communication devices such as mobile phones is considered unprofessional and is not permitted during academic or professional sessions. Videotaping faculty lectures or guest speakers is not permitted due to copyright infringement regulations. Audiotaping may be permitted ONLY if approved by the professor. Use of any recorded material is reserved exclusively for USC Marshall students.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please make sure you have access to the course in Blackboard; this will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

IMPORTANT!!!! RECEIPT OF THIS SYLLABUS AND REGISTRATION IN THIS COURSE WILL SERVE AS EVIDENCE THAT YOU UNDERSTAND AND ACCEPT THE REQUIREMENTS OF THE COURSE.

Course Plan

*Note: This plan is subject to change depending on the needs of the class and speaker availability. **All activities in the Read and Do sections for each week are to be completed before the start of class.*** The links provided in the course plan are also posted in the BB content folder as live links.

Week 1 Aug 26

Introduction to the Course

Learning:

Overview of the course, critical elements, goals, and expectations.
Introduction of students and discussion about choosing effective teams. We will do a number of “ice breakers” to give you the opportunity to meet class members and see how they work in a group.

Week 2 Sept 2

Introduction to Problem Finding and Problem Solving

Learning:

We will discuss the overall purpose of the text and lay the foundation for the skills to be acquired during the semester by examining key concepts in the field of creative problem solving. We will also discuss and apply the results of your Jung Typology assessment and the Team Expectations Questionnaire.

Preparation:

- Read:** CAPS text: Chp 1: Creative Approaches to Problem Solving
HBS Article: “Mind the Gaps: The Challenges of Using Design to Scale Wicked Problems”
- Do:** Journal your reflections on 2 books you read in the past 6 months. Prepare to discuss in class.
- Do:** Take the free Jung Typology Test at <http://www.humanmetrics.com/#Jung%20Briggs%20Myers%20Types>
The results of this test will help in forming teams for the semester project around shared interests and the need to balance disciplinary representation.
- Do:** Complete the Team Expectations Questionnaire posted in BB and bring to class for discussion.

Week 3 Sept 9

Creative Problem Solving

Learning:

We will review the Creative Problem Solving (CPS) framework, language, and tools that are covered in the text. We will also discuss the key issues associated with understanding the people involved in a task: ownership, diversity, expertise, etc.

Preparation:

- Read:** CAPS text: Chp 2: “Creative Problem Solving”
CAPS text: Chp 7: “People as Creative Problem Solvers”
- Do:** Journal a list of at least 3 “wicked” problems. At this point, the problems can come from any domain and be any type of business or societal problem.

Deliverable #1:

3 Wicked Problems with Rationale – see detailed instructions posted in BB

Week 4 Sept 16

Design Thinking: Understanding the Challenge, Framing the Problem

Learning:

We will discuss how to work within a task domain, explore a task from many perspectives, and generate a variety of different problem statements.

Preparation:

Read: CAPS text: Chapter 3: “Understanding the Challenge”
HBS Article: “Are You Solving the Right Problem?”

Week 5 Sept 23

Design Thinking: Generating Ideas

Learning:

We will discuss the varied and unusual possibilities for questions or problem statements, describe and apply a number of tools for generating novel options, and identify and select clusters of ideas that are new, intriguing, and promising for further refinement and development. We will also introduce the **Entrepreneurial Advisor companies** that will be engaged in the semester team projects and decide which teams are best suited to a particular company.

Preparation:

Read: CAPS text: Chp 4: Generating Ideas

Ideate Mixtape – Stanford D-School. Read and understand. We will be doing this exercise in class (posted in BB)

Do: “This is Water” Journal exercise. You will find the Wallace piece at this link:
<http://moreintelligentlife.com/story/david-foster-wallace-in-his-own-words> or
<http://online.wsj.com/article/SB122178211966454607.html>

- Do a brief journal reflection on your reading noting reactions, stories that stood out and had meaning for you, and any applications to your life.
- Identify 3-5 elements of your “water” and list them in your journal.
- Come prepared to discuss.

Week 6 Sept 30

Understanding Problem Context

Learning:

We will consider three aspects of the context for any problem: 1) readiness (culture, climate, history); 2) willingness (strategic priority, change leadership, energy); 3) ability (time, attention, resources) and how they relate to the problem being solved and the company your team will work with.

Preparation:

Read: CAPS text: Chp 8: “The Context for CPS”

“Analysis of Competing Hypotheses” <http://1.usa.gov/1luTZa3>

HBS Case: Wen Ho Lee case posted in Blackboard.

Identify at least 3 hypotheses for how China might have been able to advance its nuclear technology as quickly as it did.

Use the CIA methodology in “Analysis of Competing Hypotheses” to assess those hypotheses. (continued on next page)

Do Bring your laptop to class as you will be doing research on your assigned company.

Deliverable #2: **Wen Ho Lee case brief by 5:00 to BB assignment page. Come prepared to discuss your hypotheses.** (See assignment sheet for specific instructions)

Week 7 Oct 7

Critical Thinking: Observe

Learning: In this session, we will discuss observation as a design thinking approach to understanding problems and generating alternative solutions. We will also discuss how to engage with the Entrepreneurial Advisor Company you will be working with.

Preparation:

Read: BB Post: Note on Observation - Allen

HBS Article: "Observe First, Design Second: Taming the Traps of Traditional Thinking"

Do: Plan to spend 30 minutes on the assignment. Detailed instructions will be posted in BB.

- Vegetable/fruit observation from Mayfield, 2007

Deliverable #3: **Vegetable/fruit Reflection: Two-page, single-spaced paper in 11 pt font to BB by 5:00 p.m. Detailed instructions posted in BB.**

Week 8 Oct 14

Critical Thinking: Synthesize and Analyze (1)

Learning: We discuss ways of organizing data, insights, ideas, and thoughts into a coherent and complete picture of the problem and its potential solutions in a way that reveals relationships, patterns, and differences.

Preparation:

Read: BB Post: Note on Synthesis and Analysis - Allen

HBS Article: "Re-framing Opportunities: Design Thinking in Action"

Understand Mixtape-Stanford D School: "Discovering Insights Via Human Engagement;" this is preparatory reading for the customer engagement you will be doing over the next two weeks. <http://dschool.stanford.edu/wp-content/uploads/2012/02/understand-mixtape-v8.pdf>

Do: Prepare an interview and observation guide based on the suggestions in the Note on Observation to bring to class to share with your team. Identify at least 3 potential interviewees who can provide insights about the problem and contact at least 2 of them to schedule an interview. You will need to complete your observation and interview work by Week 10.

Week 9 Oct 21

Critical Thinking: Synthesize and Analyze (2)

Learning:

We will discuss how to interrelate secondary and primary data to build a coherent and compelling picture of the problem and the options for solutions. We will also do a midterm team assessment.

Preparation:

Read: No readings this week.

Do: Consider your observations and interviews. In about two pages, journal your reflections on the interviews you have conducted so far and choose one particularly interesting story to share. You will need to complete these interviews by November 4.

Do: Develop a list of criteria for determining a winning solution and bring to class to share with your team and discuss.

In-Class: Spend 15 minutes doing a SWOT analysis of your EA company based on all that you have learned so far. Include an evaluation of the company's business model.

Deliverable #4:

One-page SWOT analysis due by 11:59 p.m. to BB.

Week 10 Oct 28

Critical Thinking: Realize

Learning:

In this session, we will focus on disrupting your thinking about the alternative options for solutions your team has generated. We will do this through scenario development, contrarian logic, and ideation. The purpose is to insure that your team has actually found the most interesting and novel solutions—not defaulted to optimization.

Preparation:

Read: BB Post: Note on Realize - Allen

Do: These exercises will have detailed instructions posted in BB. The results should be brought to class to share with your teammates and the class in general.

1. Generate 3 alternative solution options for your EA company.
2. Putting these 3 alternatives aside, visit the sites given in the instructions and then identify at least 3 major trends that might affect your EA company.
3. From those trends, generate 3 more ideas for your EA company (related to alternative solutions).
4. Bring your ideas to class on Post-its (one per Post-it) and be prepared to share with your team and the class.

Week 11 Nov 4

Critical Thinking: Realize through Experimentation and Prototyping

Learning:

We will discuss and apply ways to rapidly demonstrate alternative solutions in physical media so they can be tested with relevant stakeholders.

Preparation:

Read: [Experiment Mixtape](http://stanford.io/1eOvC0h) – Stanford D School – review this before beginning to prototype your best option. <http://stanford.io/1eOvC0h>

“Prototyping for Success, Power and Unlimited Riches, Ben Malbon, Iain Tait, September 2013 <http://www.google.com/think/articles/prototyping-for-success.html>

“How to Make an Invention Prototype Cheaply”
<http://ideasuploaded.com/how-to-make-an-invention-prototype-cheaply/>

“Why Designers Should Never Go to a Meeting Without a Prototype” Tom Kelley and David Kelley, October 23, 2013. <http://slate.me/1d5bOEB>

Do: Come to class with a list of ways that you can do a physical demonstration of your options. You will share this with your team and with the class.

Week 12 Nov 11

Storytelling and the Business Narrative

Learning:

We discuss how storytelling is an effective tool to make problems and their solutions more tangible and to communicate the underlying logic to relevant stakeholders in order to clarify and engage them.

Preparation:

Read: The Stanford Storytelling Project, “Promises, Promises,”
<http://www.stanford.edu/group/storytelling/cgi-bin/joomla/index.php/blog/2013blogs/395-promises-promises.html>

BB Post: “Mastering the Discipline Of Business Narrative,” Stephen Denning, 2005.

Watch: Ed Gavagan: A Story About Knots and Surgeons.
http://www.ted.com/talks/ed_gavagan_a_story_about_knots_and_surgeons.html

Malcolm Gladwell, The Unheard Story of David and Goliath.
http://www.ted.com/talks/malcolm_gladwell_the_unheard_story_of_david_and_goliath.html

Do: *Journal your reflections on what makes Gavagan and Gladwell powerful storytellers.*
Prepare a story about the problem/options you addressed this semester and bring it to class to share and work on with your team.

Week 13 Nov 18

Systems Thinking and Options: Preparation for Action

Learning:

In this session, we will discuss how to transform ideas into action and formulate a workable plan of action that takes into account the impact of any decision on the entire solution. We will look at how you develop criteria to screen, select, or support ideas and ways to overcome the natural resistance to change.

Preparation:

Read: CAPS text: Chp 5: Preparing for Action
HBS Article “Organizational Capacity for Change Dimension 7: Systems Thinking”

Do: Take at least one of your prototype solution options to at least 3 people for feedback. Capture the feedback on Post-its and bring to class. Full instructions posted in BB.

Do: Journal your insights and reflections on the experience.

Deliverable #5: One-two page reflection on the feedback you received on your prototypes from at least 3 people. Full instructions are posted in BB.

Week 14 Nov 25 No Class – Drafts of project report to professor via email by Nov 25 at 5:00 p.m.

Week 15 Dec 2 Team Presentations to Entrepreneurial Advisor Companies and Stakeholders

Presentations: Teams will present their 2-3 concepts for solutions through stories that explain the underlying logic of their decisions to the Entrepreneurial Advisor Company each team represented.

Deliverable: Entrepreneurial Advisor Project Report of Findings and Lessons Learned (Word doc) and Presentation Deck (PPTx) to BB by 5:00 p.m. Detailed instructions are found in the Assignments Folder on BB.

Self-Assessment and Peer Assessment Forms due to BB by midnight (11:59) Dec 4.