MGMT 1980: CHANGE, INNOVATION & ENTREPRENEURSHIP (0.5 CU)

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the thing I came for:
the wreck and not the story of the wreck
the thing itself and not the myth
-Adrienne Rich "Diving into the Wreck"

We had the experience but missed the meaning,
And approach to the meaning restores the
experience
In a different form
- T.S. Eliot "Four Quartets"

I. OVERVIEW AND PROCEDURES

Designed for students with a serious interest in entrepreneurship and being entrepreneurial, this course will provide you with an advanced theoretical foundation and a set of practical tools for the management of startups and entrepreneurial teams in fast-changing and innovative environments. Building on the skills of Management 801, every class session is built around an experience where you have to put learning into practice, including the award-winning DX entrepreneurial simulation and the Saturn Parable. The goal is to constantly challenge you to deal with entrepreneurial or innovative experiences, as you learn to navigate complex and changing environments on the fly, applying what you learned to a variety of scenarios. Management 802 is built to be challenging and will require a desire to deal with ambiguous and shifting circumstances, where the meaning is not always clear upfront.

Prerequisites: MGMT801 strongly suggested

II. GRADING

60%   Simulation participation (Saturn) and Score (DX)
40%   Reflection Essays and Quick Takes

Active Class Participation/DX/Saturn Parable (60%) You are expected to come to class well prepared to discuss and participate. Class attendance is very important in this course.

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Simulation participation and thoughtfulness will be graded continuously. You will also be giving each other peer reviews

On DX, Expect to spend 2-3 hours a week, outside of class time, doing the simulation while it runs. You will also complete a peer review that will play into final grades. <u>Missing more than one DX or Saturn Parable classes</u> without prior notice will have a large impact on your final grade. Class is in person, but please see Remote Class Policies.

Reflections and Quick Takes (40%) Reflections allow you to make sense of your own learning. Individual assignments will be described on Canvas. The Quick Takes are each less than a page. The final Reflection is 8-10 pages.

III. Readings

There are no readings, outside of those in the simulation. You will get a library of reading over the course of the class.

IV AI Policy

I expect you to use AI (ChatGPT and image generation tools, at a minimum), in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill, and I provide tutorials in Canvas about how to use them. I am happy to meet and help with these tools during office hours or after class.

Be aware of the limits of ChatGPT:

- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

V Other Policies

Academic Honesty: **<u>Under no circumstances should you pass off the work of another as your own</u>**. That means that you must cite sources, and, if quoting a source, properly indicate which material is quoted and which is original work – never just copy and paste material from a source into a paper. Failure to properly attribute work will result in, at a minimum, a failing grade for an assignment

Research: Please note that data from class, including data from assignments and simulation results, may be used for research to improve simulation-based pedagogy. Any research will only present data that has been anonymized and aggregated. If you do not want your data included in research, please let me know.

Spring 2023, Quarter 3

Schedule May Change. Most Up-to-Date Schedule in on Canvas

No.	Date	Day	Topic	Notes	Assignment Due
1			**Avoiding Explosions**		
2			**The Saturn Parable Intro**	Saturn Parable simulation in-class	
3			**The Saturn Parable I**		
4			**The Saturn Parable II**		
5			**The Saturn Parable Debrief**		Quick Take
6			**DX 1**	Expect to spend 2-3 hours a week, outside of class time, doing the simulation while it runs. You will also complete a peer review that will play into final grades.	
7			**DX 2**		Quick Take
8			**DX 3**		
9			**DX 4**		
10			**DX 5**		
11			**DX 6**		Peer Review
12			**DX Debrief**		
					Final Reflection

Quick Take: Once you have had a chance to review your Saturn Parable results, please answer the following before clas

In less than a page (double-spaced): What is one thing that you want to do better on your DX team given your experience with both the bomb disposal simulation and the Saturn Parable. Be specific about how you both know that this an area that could be a problem, and about how you will change your behavior in the future.

Quick Take: Cheat with AI

Your assignment is to have an AI do your work for you, and see what you think.

You need to generate a 5 paragraph essay on a topic relevant to the lessons you have learned in the class so far (team dynamics, selecting leaders, after action reviews, communicating a vision - whatever you like!), but you are going to have an AI do it for you. You will also generate at least 1 illustration to go with your essay.

The completed assignment:

- The assignment should consist of the AI-created essay, with an AI-created illustration
- At the end of the essay, you should include the prompts you used to create the essay & the illustration. I expect you to have tried at least 4-5 prompts or iterations to produce the best essay (this should be a quick process, so try some experiments to see what works).
- At the end of the essay, you should write a one paragraph reflection on what did AI got wrong about the topic, if anything, based on what you learned in class

Final Reflection:

Please answer the following four questions:

1) What was one skill that you feel was most useful to you in the simulation? It could be something you learned, or a trait you have. Why do you think this was the case?

2) What knowledge gap did you have that the simulation revealed? Consider:

- Market research: surveys, prototypes, "conjoint" and pricing
- Hiring: interviewing, screening, offers
- Experiments: hypothesis generation
- Pitching: warm introductions, pitching to investors
- Financials: modelling, market sizing

3) In the final debrief, we discussed two-way and one-way door decisions. What is an example of a one-way door decision in the simulations (outside of the negotiation with Cheryl and the

decision to land on Saturn). Which was a two-way door? You can use examples from Saturn or Bomb Disposal as well.

4) What is something that was not in the simulation that you think would have been a good addition? How would you add that to the story? 5-8 pages