

PREE Part 1

Sunday, April 25, 2021

4:27 PM

Part 1: Personal Reflections on Learning Outcomes

Review your [initial Personal Value Proposition](#) that was shared in class before spring break, and all of your personal Retros and Kaizens from Experiments 1–4.

Think about the following learning outcomes to focus your class learning:

- (A) Prioritize Doing Good in the World
Students use a holistic approach that integrates diverse backgrounds, perspectives, ethics, beliefs, and values, and considers the individual, social, and environmental impacts of their decisions to produce positive transformations while minimizing unintended consequences.
- (B) Collaborate Successfully
Students create and maintain successful working relationships, maintain accountability for contributions, and identify and resolve interpersonal teaming conflicts to achieve a common goal.
- (C) Design and Implement Processes to Achieve Desired Outcomes
Students scope, plan, and implement projects, continuously evaluate progress, navigate uncertainty and adversity, and iterate as needed.
- (D) Develop Personal and Professional Identity
Students actively reflect on their backgrounds and experiences and integrate them into their evolving sense of self.

Please click 'Submit Assignment', then use the text box to respond to the prompts below:

For **each** of the learning outcomes described above (A-D; four paragraphs in total):

- Write a paragraph that is **reflective and projective** (forward-looking) about your experiences this semester, considering the following prompts (engaging those that are most resonant for you): *Where were you at the start of the semester? Where are you now? Where did you experience the greatest “productive discomfort”? Where did you learn, grow or develop the most? Of what are you most happy or proud? How were your experiences and learning impacted by the move to virtual classes?*
- Include experiences you can create for yourself beyond this semester. Consider the following prompts: *How would you like to continue learning, growing, and developing? What areas of growth are you curious about? Where would you like to be in the future? What steps might you take in that direction? What small (or large) experiment can you commit to? This is your chance to consider the value you are hoping to create and capture in the world. What are your aspirations for value creation and personal value capture?*
- ***PVP:*** I will explore my curiosity about new hobbies and interests by trying new things.
- EXP 1 Kaizen: I think being more intentional about sitting down and really thoroughly analyzing the results of a test would be helpful. We did that more ad-hoc, and I think we could have been more efficient if we'd done it more formally.
- EXP 2 Kaizen: I'd like to be more diligent about coming up with a plan ahead of time, I think that would make it much less stressful.
- EXP 3 Kaizen: I'd like to do a better job of recognizing that this is a marathon not a sprint—I think there was an unsustainable level of effort at times that I'd like to better manage (or, at least,

deploy more tactfully).

- EXP 4 Kaizen: I think I could improve on my personal organization skills as they relate to the team.

Assignment Submission

Where were you at the start of the semester? Where are you now? Where did you experience the greatest “productive discomfort”? Where did you learn, grow or develop the most? Of what are you most happy or proud? How were your experiences and learning impacted by the move to virtual classes?

How would you like to continue learning, growing, and developing? What areas of growth are you curious about? Where would you like to be in the future? What steps might you take in that direction? What small (or large) experiment can you commit to? This is your chance to consider the value you are hoping to create and capture in the world. What are your aspirations for value creation and personal value capture?

- (A) Prioritize Doing Good in the World
Students use a holistic approach that integrates diverse backgrounds, perspectives, ethics, beliefs, and values, and considers the individual, social, and environmental impacts of their decisions to produce positive transformations while minimizing unintended consequences.

I'm really proud of how I was able to engage with this learning objective, especially in the third and fourth experiments—which were entirely focused doing good in the world. I think the experience of those experiments helped me to grow to better understand how to use the tools of P&M in a less-business-y way, while still using them effectively and efficiently to create value (and I'm also proud of the success we had with the project). In the future, I'd like to continue to build on that growth to even better understand how the tools of P&M can be applied to things that don't look like businesses, and to explore alternate ways of quantifying value (beyond money or number of shots-in-arms).

- (B) Collaborate Successfully
Students create and maintain successful working relationships, maintain accountability for contributions, and identify and resolve interpersonal teaming conflicts to achieve a common goal.

I've unquestionably grown a lot as a collaborator over the course of P&M. Most significantly, I've had relatively few medium-duration teaming experience (~5±1 weeks), and the Project gave me a chance to flex that relatively underdeveloped muscle. That of project occupies an interesting middle ground where it isn't productive to spin up lots of process or infrastructure, but it also requires more than a Google Doc and an email chain. As can be seen in my Kaizens 1, 2, and 4, that balance of organization is very much something I'm still working at. Going forward, I anticipate an increasing number of projects on that scale (they seem to be a fan favorite here at Olin), so I look forward to further growing as a middle-term teammate by building off my experiences in P&M.

- (C) Design and Implement Processes to Achieve Desired Outcomes
Students scope, plan, and implement projects, continuously evaluate progress, navigate uncertainty and adversity, and iterate as needed.

I think this learning objective is the one where I have the most room to grow. Organization and process was an area I struggled with throughout the course (see again Kaizens 1, 2, and 4), and I think I still have a long way to go. That's not to say there was no attempt made or iteration done on the team organization process (or conversely, that it was entirely my responsibility), but the process remains far from perfect. As with Learning Objective B, the P&M projects were on an interesting timescale such that spinning up lots of infrastructure wasn't practical, but also that *something* needed to happen. (As compared to, for example, a robotics team, which is a year-long group and so can sustain a more in-depth task management system.) I don't think any of the attempts I/we made quite made the mark. It's absolutely a skill I intend to continue to develop though, because I think it's extremely important. (Good organization can be an x-factor that multiplies a team's productivity.)

- (D) Develop Personal and Professional Identity
Students actively reflect on their backgrounds and experiences and integrate them into their evolving sense of self.

Obviously, one's personal and professional identity is a continually-evolving concept (or, perhaps, an infinitely moving goal post). I can say without hesitation that my identity has evolved over the course of the semester, and part of that is certainly due to my experiences in P&M. I'd say that beyond that, it's due to using P&M-esque tools (experiments, etc.) outside of class, for all manner of personal, inter-personal, and professional aspects of my life. However, even beyond that, I'd say that much of my personal growth has been in understanding the limits of those tools as well. In particular, I think the framework of an experiment (where you're working towards *the* answer) can be artificially constraining for many identity-related questions, where something closer to "let's run with this and see where we get" can sometimes (but not always) produce a different result. In other words, I've slowly been evolving closer to "everything in moderation, including moderation" in my personal life. Going forward, I'd be interested in learning how to bring that back into an entrepreneurship context, where I feel it probably has some merit too.