

# ENT 401

## Design Thinking Experience

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Winter 2023 - Feb. 11 – Apr. 2, 2023

*Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures.*

*We ignite students' passions and empower them to achieve extraordinary goals. Canada's pre-eminent and largest entrepreneurship program, we deliver innovative educational programs and support multi-disciplinary experiences across campus with local, national and global impact. We provide access to world-class support and funding for our students' new ventures and are embedded within our community.*



# Design Thinking Experience

ENT 401 Winter 2023 – February 11 to April 2

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## INSTRUCTOR INFORMATION

	Prof. Michael Mihalicz
<b>Office Telephone:</b>	Please use email, it's faster.
<b>E-mail Address:</b>	<a href="mailto:michael.mihalicz@torontomu.ca">michael.mihalicz@torontomu.ca</a>
<b>Office Location:</b>	TRS 3-100B
<b>Consultation Hours:</b>	By appointment.

## COURSE INFORMATION

**Pre-requisites and/or Exclusions:** none

We are seeking multi-disciplinary teams and look for students who have a well-balanced background in addition to a deeper specialty.

## CALENDAR COURSE DESCRIPTION

ENT 401 Design Thinking Experience is a hands-on experiential learning opportunity for multi-disciplinary teams to implement agile rapid prototyping design thinking methods in a creative space. Student teams implement real-world projects in a variety of entrepreneurial contexts: new venture creation, innovation within an existing venture, social innovation and change making. The course provides a solid theoretical understanding of the major global Design Thinking methods and tools as well as experience in developing a Design Thinking Mindset.

## COURSE OVERVIEW

The course consists of a bootcamp delivered primarily on campus at TMU's Science Discovery Zone (44 Gerrard St E) from 10am-4pm on both Saturday and Sunday over four weekends in the Winter 2023 term: Feb. 11, 12, 18, 19; Mar. 25, 26; & Apr. 1, 2. The design thinking bootcamp is a hands-on experiential learning opportunity for multi-disciplinary teams to implement agile rapid prototyping methods in a creative space. Students will work in teams of 4-6 to ideate, observe, prototype and test products, services and/or business models towards a specific challenge. Students will receive instruction in design thinking methods and coaching by experts in the field to help them implement these methods.

It is intended that this course will help you acquire and practice the key skills and competencies of Design Thinking including user-centricity, pro-activity, teamwork, creativity and experimentation. It is an intensive experiential learning course where **you will be expected to work a significant number of hours (over 40 hours) gaining hands-on experience.**

## **COURSE OBJECTIVES:**

**Upon completion of this course, students will have achieved the following Learning Outcomes:**

- Communication Skills including professional behavior, executive presentation techniques, and reporting.
- Teamwork Skills including how to work in multi-disciplinary teams in a creative environment.
- Creativity and Innovation Skills including entrepreneurial alertness, opportunity spotting, brainstorming and design thinking.
- Global Awareness Skills including working with students with diverse multi-disciplinary skills and cultures.

## **EVALUATION**

The grade for this course is composed of the mark received for each of the following components:

<b>Method</b>	<b>Percent/Weight</b>
Individual Participation	20%
Team Presentations	30%
Individual Design Thinking Deliverable	50%
<b>TOTAL</b>	<b>100%</b>

### **Individual Participation – 20%**

Students are expected to arrive on time each day, work hard, and contribute fairly to their teams throughout the duration of the course. There is also a considerable amount of work to be completed outside of the scheduled class times. Students should document all the work they perform throughout the term and be prepared to share their progress.

### **Team Presentations – 30%**

As shown in the course schedule, teams will make a short presentation based on the topics assigned for that day. Students will receive candid real-world feedback on all aspects of their presentation, their behaviors, activities and plans. The entire class will be asked to contribute to this feedback. Students will deliver a final presentation at the end of the last day to give their recommendations for a potential new venture or initiative based on their discoveries during the course. This is the only team-based grading component of the course.

### **Individual Design Thinking Deliverable – 50%**

Each student will produce a final deliverable on the application of design thinking to their group project due before the end of the semester (April 13, 2023). This report, video and/or acceptable marketing communication should document the group's actions, how they captured their learning into Post-It notes, how they demonstrated use of visualization techniques to find patterns and develop insights, how they prototyped and tested their ideas, how they delivered their final ideas, and what they learned from the experience. Students are encouraged to be innovative in their deliverables which could include running a bootcamp in Toronto, promoting design thinking and global learning on campus, videos and/or a final report not to exceed 25 pages including appendices. Please note that these final deliverables are expected to be used to market future versions of ENT 401 and so these will be considered publicly available documents. If there is any confidential information, please be sure to clearly identify it as such, otherwise all information will be shared. A Digital Media Release Form is available on D2L.

## TEXTS AND READING LISTS

- Suggested:** Liedtka, J. and Ogilvie T. (2011) **Designing for Growth – A design thinking tool kit for managers**. Columbia Business School Publishing ISBN 978-0-231-15838-1
- Suggested:** Ostwerwalder, A., et al. (2014) **“Value Proposition Design”**, Wiley.
- Suggested:** Aulet, Bill (2013) **“Disciplined Entrepreneurship”**, (24 Steps to a Successful Startup) MIT Press or Wiley [also see [disciplinedentrepreneurship.com](http://disciplinedentrepreneurship.com) or the MIT edX course: Entrepreneurship 101: Who is your customer?]
- Suggested:** Maurya, A. (2012). **Running lean: Iterate from plan A to a plan that works.** " O'Reilly Media, Inc."
- Suggested:** Osterwalder , A. and Pigneur, Y. (2010) **“Business Model Generation”**, Wiley.
- Suggested:** “AotS” = Kawasaki, G. (2004) **“Art of the Start** (The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything)” Portfolio.

## TOPICS – TENTATIVE SEQUENCE AND SCHEDULE

(Subject to change without notice)

Day 1	What is?	Feb. 11
<i>Introduction to design thinking &amp; group formations.</i>		

10:00	Welcome	
10:15	Introductions	Go around the circle to introduce ourselves (1-3 minutes each).
11:00	Talk	Course expectations, deliverables, and structure.
11:30	Activity	Group Activity: Spaghetti Tower Marshmallow Challenge.
12:00	Lunch	
13:00	Guided Tour	Campus tour run by the TMU Tours & Events team.
14:30	Discussion	Discuss what we saw and initial thoughts.
15:00	Lesson	High level overview of design thinking & customer discovery.
15:15	Activity	Group Activity: Lost at Sea.
15:45	Group Formation	Students will have ten minutes to form groups for the course.
15:55	Talk	Discuss homework & plans for Day 2.
		Homework: Think about the types of services groups would like to improve.

Day 2	What is?	Feb. 12
<i>More on design thinking, reframing the challenge &amp; defining the customer.</i>		

10:00	Check-in	
10:15	Talk	Indigenous Initiatives @ TMU.
10:45	Activity	Group Activity: Core Values Exercise.
11:15	Lesson	Introduction to design thinking.
12:15	Lunch	
13:15	Guest Speaker	What do they think the problem is?
13:45	Group Work	Reframe the design challenge and start defining the customer.

14:45	Group Work	Explore the campus, observe, and talk to students.
15:55	Talk	Discuss homework & plans for Day 3.
		Homework: Talk to customers. Find out what the customer need is.

Day 3	What if?	Feb. 18
<i>Understanding the customer experience &amp; defining the problem.</i>		

10:00	Check-in	
10:15	Group Work	Groups share what they did/learned and brainstorm ideas.
11:30	Group Presentations	5-minute presentations: What is the challenge? Who are your customers?
12:00	Lunch	
13:00	Guest Speaker	What do they think the problem is?
13:30	Lesson	Journey map, customer persona and profile, customer discovery questions, & brainstorming.
14:00	Activity	Group Activity: Brainstorm customer experience issues & problems.
14:30	Group Work	Create a Customer Journey Map, transfer all issues onto the map, fill in any missing issues/problems.
15:30	Group Work	Select an element of the journey, develop customer persona & profile canvas.
15:55	Talk	Discuss homework & plans for Day 4.
		Homework: Refine the customer personas and define the problem.

Day 4	What if?	Feb. 19
<i>Finding a solution &amp; developing a prototype.</i>		

10:00	Check-in	
10:15	Group Work	Groups share what they did/learned - Discuss customer, issue, and start brainstorming solutions.
11:30	Group Presentations	5-minute presentations: Who are your customers and what is the issue?
12:00	Lunch	
13:00	Guest Speaker	What do they think the problem is?
13:30	Lesson	Value Proposition Canvas, crafting the value proposition & creating an MVP.
14:00	Group Work	Create the value proposition canvas, establish design criteria, and create prototype.
15:55	Talk	Discuss homework & plans for Day 5.
		Homework: Get feedback from your customers on your prototype.

Day 5	What wows?	Mar. 25
<i>Prototype testing &amp; building a business model.</i>		

10:00	Check-in	
10:15	Group Work	Groups share what they did/learned - What did you learn and what are you changing?

11:30	Group Presentations	5-minute presentations: Solutions, Value Propositions, & Prototypes.
12:00	Lunch	
13:00	Guest Speaker	Based on current projects and needs of the class.
13:30	Lesson	Testing assumptions, hypothesis testing cards, & Business Model Canvas.
14:00	Group Work	Improving the prototype, Create a BMC around the value proposition.
15:55	Talk	Discuss homework & plans for Day 6.
		Homework: Refine the prototype based on customer feedback.

Day 6	What wows? <i>Customer co-creation &amp; improving the product.</i>	Mar. 26
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10:00	Check-in	
10:15	Group Work	Groups share what they did/learned - How can you further improve the product?
11:30	Group Presentations	5-minute presentations: Groups present their product.
12:00	Lunch	
13:00	Guest Speaker	Based on current projects and needs of the class.
13:30	Lesson	Customer co-creation.
14:00	Group Work	Improving the prototype.
15:55	Talk	Discuss homework & plans for Day 7.
		Homework: Get feedback from your customers on your refined prototype.

Day 7	What works? <i>Pitch preparations &amp; coaching for the competition.</i>	Apr. 1
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10:00	Check-in	
10:15	Group Work	Groups share what they did/learned - How will you best communicate your idea?
11:30	Group Presentations	5-minute presentations: Presenting your idea.
12:00	Lunch	
13:00	Guest Speaker	Based on current projects and needs of the class.
13:30	Lesson	Elevator pitches, investor decks & pitching ideas.
14:00	Group Work	Groups will have time to work on their presentations/pitches.
15:55	Talk	Discuss expectations for the pitch competition.
		Homework: Refine the presentations/pitches.

Day 8	Pitch Competition <i>Final preparations &amp; pitching the idea.</i>	Apr. 2
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10:00	Check-in	
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10:15	Group Work	Groups will have time to work on their presentations/pitches.
12:00	Lunch	
13:00	Group Work	Groups will have time to work on their presentations/pitches.
14:00	Pitch Competition	Each group will have 15 minutes to pitch their idea (with Q&A).
15:30	Pitch Competition	Judge deliberation and winners announced.
16:00	Networking event	

## TEACHING METHODS

This is an experiential learning course using project-based student-centric learning pedagogies. The emphasis is on getting out of the classroom and building your entrepreneurial skills. The activities you choose to pursue should tie to your values and be in harmony with your long-term happiness and success. We thus expect students to find this learning environment to be extremely motivating. Devoting significant time outside of class should be a joy – not a burden inflicted by the professors.

The in-class portion of this course is primarily dedicated to “studio time” where students can receive both individual and team-based peer feedback and faculty coaching.

## ADDITIONAL COMMENTS:

- Professional communication is expected; poorly written emails or assignments may receive a grade of zero.
- Professional behaviour during class is expected. You are expected to arrive on time for class and attend all classes.
- Be sure to keep an extra copy of all assignments that you hand in.
- It is your responsibility to clarify any ambiguities that you may find in the course materials or syllabus; when in doubt, ask.

## POLICIES AND COURSE PRACTICES

### Standards for In-Class Zoom Meetings and Other Virtual Activities

- Students must first log into the D2L course shell using their TMU Matrix email ID and then join the Zoom meeting by clicking on the correct link on D2L (this should prevent Zoom Bombing by outsiders).
- Your instructor may record parts of some sessions. You will be notified on Zoom if the session is recorded. You will not be expected to have your camera on if any recording is in progress.
- Mute your microphone until it is your turn to speak.
- When you are speaking, please turn your video on when possible and appropriate.
- For any side conversations please use the Chat feature. Don't assume that the professor is able to track these conversations so be prepared to raise your hand using the correct button within Zoom.
- If you need to gain the attention of the professor beyond raising your hand, please unmute your microphone and say “Question Please”.
- Do not annotate others unless requested to do so.
- Follow professional conduct and be polite.

- Do not share the Zoom link with others.
- Students are not permitted to record any part of a Zoom or other virtual activity session with their professor, whether as part of a lecture or an informal meeting.

Please also note that our team of helpdesk techs will assist TRSM students as they navigate distance learning. From software and hardware issues to connecting to virtual labs or borrowing a laptop for the term, please email [bizstudenthelp@torontomu.ca](mailto:bizstudenthelp@torontomu.ca) if you require assistance. Hours of operation are Monday through Friday 8:00 AM to 6:00 PM.

**E-mail Communication:** Students must use the e-mail address listed above to communicate with the instructor. Students are required to activate and maintain a TMU e-mail account. This shall be the official means by which you will receive university communications. Faculty will not respond to student enquiries from any other e-mail address. See Policy #157 found at <https://www.torontomu.ca/content/dam/senate/policies/pol157.pdf> for more information.

### Standard for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and professors. This includes all email communication. *Poor grammar, unprofessional and/or unacceptable standard of business communication may result in a grade of zero for that assignment. However, any student who provides a prior draft corrected by the TMU Writing Support will not be penalized.*
- You are encouraged to obtain assistance from [Writing Support](#) for help with your written communications as needed. (See the TMU Library for APA style guide references: <https://library.torontomu.ca/guides/style/>). *Sloppy, poorly written, or unprofessional documents or communication may be returned with a grade of zero, no grade or unread. Please be sure to use Writing Support (and/or use Grammarly) if you need it!*

### Turnitin

Turnitin.com is a plagiarism prevention and detection service to which TMU subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

### Professionalism

Your participation in the external practicum components of this course reflect on the professionalism and reputation of you, your group members, this course and program, and Toronto Metropolitan University. Accordingly, you are expected to conduct yourself in a professional and courteous manner at all times. Unprofessional behaviour will result in a grade of F in this course, your individual component grades



notwithstanding.

### Course Management

- Every effort will be made to manage the course as stated. However, adjustments may be necessary during the term at the discretion of the instructor. If so, students will be advised, and alterations will be discussed prior to implementation, in class and through an announcement on D2L.
- Students are encouraged to review the TMU Senate Course Management Policy which provides a framework of common understanding for students, faculty and staff concerning the structures, processes, objectives, and requirements that pertain to TMU undergraduate courses. For more detailed information refer to Policy #166: Course Management Policy at <https://www.torontomu.ca/senate/policies/>.
- All communication about the course or material related to the course will be posted on the D2L course site. In addition, all student study resources can be accessed through D2L. Students are expected to check the site regularly for updates.

### Academic Consideration

- All assignments must be submitted to turnitin.com using the Assignment Drop Box on D2L. The assignment Due Dates are identified in the course outline and in D2L. A late submission (we allow a ten-minute grace period) will be penalized 10 percentage points per day (i.e. 77% becomes a 67% in the first 24 hours, then becomes 57% in the next 24 hours... till the mark becomes a 0%). There will be no penalty for work missed for a JUSTIFIABLE REASON approved by the instructor.
- Assignments submitted for grading will be handed back within two weeks except for the final exam.
- There will be no penalty for work missed for a justifiable reason. Students need to inform the instructor of any situation that arises during the semester that may have an adverse effect on their academic performance and request any necessary considerations according to the policies and well in advance. Failure to do so will jeopardize any academic appeals.
- Except in cases of accommodations for disabilities, where documentation is handled directly by Academic Accommodation Support, students must fill out an Academic Consideration form and **submit it to their own program office:** [https://www.torontomu.ca/content/dam/senate/forms/academic\\_consideration\\_document\\_submission.pdf](https://www.torontomu.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf)

In addition, the following procedures must be followed:

- **Medical certificates** – If a student is going to miss a deadline for an assignment, a test or an examination because of illness, he/she must submit a medical certificate (see <https://www.torontomu.ca/senate/forms/medical.pdf> for the certificate) **to their program office** within 3 working days of the missed assignment deadline, test or examination. The program office will notify the instructor that the documents have been received. It is the student's responsibility to make arrangements with instructor for a make-up exam.
- **Religious observance** – While it is strongly encouraged that students make requests within the first two weeks of class, requests for accommodation of specific religious or spiritual observance must be presented **to their program office** no later than two weeks prior to the conflict in question (in the case of final examinations, within two weeks of the release of the examination schedule). The student must submit a Request for Accommodation form (<https://www.torontomu.ca/senate/forms/reobservforminstr.pdf>) to their program office. The office will notify the instructor when they have received the request form.
- **Other requests for Academic Consideration** which are not related to medical or religious observation must be submitted in writing together with the Academic Consideration form **to the student's program office**. The letter must clearly state the reasons for the request and describe the events or circumstances that seriously impair the student's ability to meet their academic obligations, and that were beyond the student's control. When possible, supporting documentation must be attached to the letter. The office will notify the instructor when they have received the request.
- **Students with disabilities** – TMU acknowledges that students have diverse learning styles and a

variety of academic needs. If you have a diagnosed disability that impacts your academic experience, connect with Academic Accommodation Support (AAS). Visit the [AAS website](#) or contact [aasadmin@torontomu.ca](mailto:aasadmin@torontomu.ca) for more information. Note: All communication with AAS is voluntary, confidential and will not appear on your transcript. Before the first graded work is due, students should also inform their instructor through an “Accommodation Form for Professors” that they are registered with AAS and what accommodations are required.

- **Regrading or recalculation** – These requests must be made to the instructor within 10 working days of the return of the graded assignment to the class. These are not grounds for appeal but are matters for discussion between the student and the instructor.
- Submission of the Academic Consideration form and all supporting documentation to your program office does not relieve you of the responsibility to **NOTIFY YOUR INSTRUCTOR** of the problem as soon as it arises, and to contact with the instructor again after the documents have been submitted in order to make the appropriate arrangements. Information on Online Academic Accommodation Requests can be found at the following website: [www.torontomu.ca/senate/resources/](http://www.torontomu.ca/senate/resources/)
- **If you do not have a justifiable reason for an absence and/or have not followed the procedure described above, you will not be given credit or marks for the work missed during that absence.**

For more detailed information on these issues, please refer to Senate Policy 134 (Undergraduate Academic Consideration and Appeals) and Senate Policy 150 (Accommodation of Student Religious Observance Obligations). Both can be found at [www.torontomu.ca/senate/resources/](http://www.torontomu.ca/senate/resources/).

## Wellbeing Support

At Toronto Metropolitan University, we recognize that things can come up throughout the term that may interfere with a student’s ability to succeed in their coursework. These circumstances are outside of one’s control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:

- Distress Line: 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- Good2Talk: 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- Keep.meSAFE: 24/7 access to confidential support through counsellors via My SSP app or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- Centre for Student Development and Counselling: 416-979-5195 or email [csdc@torontomu.ca](mailto:csdc@torontomu.ca)
- Consent Comes First – Office of Sexual Violence Support and Education: 416-919-5000 ext 3596 or email [osvse@torontomu.ca](mailto:osvse@torontomu.ca)
- Medical Centre: call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the Toronto Metropolitan University Mental Health and Wellbeing website.

## Academic Integrity

- Plagiarism is a serious academic offence and penalties range from zero in an assignment to expulsion from the University. Plagiarism is defined in the Student Code of Academic Conduct as claiming the words, ideas, artistry, drawings, images, or data of another person as if they were your own. Also, knowingly assisting someone to commit any form of academic misconduct is itself academic misconduct.
- It is assumed that all examinations and work submitted for evaluation and course credit will be the product of individual effort, except in the case of team projects arranged for and approved by the course instructor. Submitting the same work to more than one course, without instructors’ approval, is also considered plagiarism.
- Students are strongly encouraged to visit the Academic Integrity Website at [www.torontomu.ca/academicintegrity](http://www.torontomu.ca/academicintegrity) for more detail and to refer to Policy #60: Student Code of

Academic Conduct at [www.torontomu.ca/senate/policies](http://www.torontomu.ca/senate/policies).

### Maintaining a Professional Learning Environment

- Students shall not behave in disruptive ways that obstruct the learning, teaching, and work environment.
- See Policy #61: Student Code of Non-Academic Conduct at [www.torontomu.ca/senate/policies](http://www.torontomu.ca/senate/policies)

### Examinations

- All students must display a valid and relevant student photo-identification card during the course of an examination. Students are expected to refrain from bringing cellular phones, personal audio equipment, and other electronic devices into the examination room unless specifically permitted by the course instructor. Students are also not permitted to wear hats or to have food during the exam unless medically required (you may bring water into the exam room provided it is in a transparent plastic bottle without labels).
- For more detailed information on examination policies, refer to Pol#135: Examination Policy at [www.torontomu.ca/senate/policies](http://www.torontomu.ca/senate/policies).

### Academic Grading Policy

- Evaluation of student performance will follow the established academic grading policy outlined in Policy #46: Policy on Undergraduate Grading, Promotion, and Academic Standing (the “the GPA Policy”) at [www.torontomu.ca/senate/policies](http://www.torontomu.ca/senate/policies). The grading system is summarized below:

<i>Definition</i>	<i>Letter Grade</i>	<i>Grade Point</i>	<i>Percentage Range</i>
Excellent	A+	4.33	90-100
	A	4.00	85-89
	A-	3.67	80-84
Good	B+	3.33	77-79
	B	3.00	73-76
	B-	2.67	70-72
Satisfactory	C+	2.33	67-69
	C	2.00	63-66
	C-	1.67	60-62
Marginal	D+	1.33	57-59
	D	1.00	53-56
	D-	0.67	50-52
Unsatisfactory	F	0.00	0-49