ENT 801
Entrepreneurial Career & Life Design (ECLD)

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.

ENT 801 – Winter 2024 Entrepreneurial Career & Life Design (ECLD)

INSTRUCTOR INFORMATION

INSTRUCTOR	Patti Pokorchak, MBA
Office Telephone:	Text me first as my phone is always off 416-951-3842
E-mail Address:	pattipoker@torontomu.ca
Office Location:	n/a
Consultation Hours:	directly before/after or during class or by arrangement anytime

COURSE INFORMATION

Pre-requisites and/or Exclusions: none

CALENDAR COURSE DESCRIPTION

ENT 801 Entrepreneurial Career & Life Design 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

This is a 12-week in person class based on the workbook and 20+ YouTube videos on "Entrepreneurial Career and Life Design" (ECLD) by Prof. Steve Gedeon. This is a Flipped Classroom format where students are expected to read, watch and complete assignments each week BEFORE class. Each in-class session will primarily consist of getting feedback on the assignments due each week with your fellow class members, and discussing challenges and opportunities to improve.

The goal of this distance course is to help you practice and apply design thinking and entrepreneurship principles and tools to design your career and life. The assignments include discovering your skills, attitudes, core beliefs, values, and interests; spotting opportunities for achieving new values in your life; experimenting and testing alternative job, career and life

choices; applying time management principles, SMART goals, positive habits and Self-Talk; and proactively taking steps to achieve your own personal happiness.

This course will help you figure out what you are interested in, identify potential career paths, and build personal unique sustainable competitive advantage in an uncertain world. It will help you network, create multiple good offers, and help you re-frame your career not as a string of jobs, but as a portfolio of career building experiences including side-hustles designed to help you build your human and social capital outside your job.

It is intended that this course will help you acquire and practice the key skills and competencies of Design Thinking including interviewing, networking, user-centricity, pro-activity, alertness, visualization, creativity and experimentation.

COURSE OBJECTIVES:
Upon completion of this course, students will have achieved the following Learning Outcomes:
- Enhanced Entrepreneurial Knowledge, Skills and Attitudes
- Familiarity with key entrepreneurial and design thinking methods, tools, principles, skills, attitudes and mindsets
- Communication Skills including interviewing, active listening, networking, visualization and reporting
- Creativity and Innovation Skills including alertness, empathy, opportunity spotting, brainstorming and design thinking
- Self-Management Skills including self-awareness, self-regulation, time management and goal setting
- Positive Self-Talk, Mindfulness, CBT and Habit Formation

EVALUATION

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

Method	Percent/Weight
Class Participation	15%
Assignment #1	10%
Assignment #2	10%
Assignment #3	20%
Assignment #4	10%
Assignment #5 Final Report	35%
TOTAL	**100%**

Class Participation, Weekly Assignment and Contribution to Discussion – 15% of Grade

Best practices in online distance education show that students are more satisfied and learn more if assignments are frequent, incremental and supported by peer learning. Therefore, each week, students are asked to complete their assignments before class so that they can share and discuss during the breakout sessions in-class. Your grade will be based on in-class attendance,

participation, uploading your weekly assignments, and any participation using the course Discussion Board on D2L. Design thinking is a team sport when it comes to creativity, divergent thinking, visualization, brainstorming, and generating insights.

Assignment #1-4 worth 5%, 10%, 20% and 10% of Grade respectively

These assignments are described in detail on D2L in the course workbook as well as in the weekly video modules, and tools in "Entrepreneurial Career and Life Design" (ECLD). They are designed to give incremental feedback which you can use to revise and improve your Final Report.

Assignment #1 is a short exercise to help you get oriented and select your priorities. In Assignment #2, you'll do your first "loop" or "design thinking diamond" and get some practice with the basic method which includes setting a design challenge, discovering alternatives, making choices, setting next steps (with a revised design challenge that sparks the next loop), making progress toward resolving your challenge and self-reflecting on your learning. Assignments #1 and #2 are short and designed to give you quick feedback before you start to dig into your major career-related projects for the term by getting out of the building, conducting life interviews, attending networking events and getting involved. Together they are only worth 15%.

Assignment #3 (and 5) is where most of the practice and learning takes place and where you will go through several "loops" or "iterations" on your career-related design challenges while applying new entrepreneurial principles, tools, attitudes and skills. The focus of this course is on your career-related design challenges.

Upload all assignments to D2L in the appropriate folder before the deadline.

Final Report (Assignment #5) – 40% of Grade

The Final Report is the final culmination and revision of everything you have accomplished during the course. It should provide documentation of what you have done and learned during the course. Remember that this is an experiential learning course so the emphasis of your report should be on documenting what you have done during the course.

TENTATIVE WEEKLY SEQUENCE AND SCHEDULE – subject to change

You will find all the videos at Steve Gideon's ECLD YouTube channel

	Date	Assignment
In Class Wk 1	Jan 16	• Introduction to the Course • In-Class Design Thinking Break-Outs & Exercises • Manifesting Exercise – what do you really want to do? • **PREP for the first class – do this DISC analysis**

To Do Prep Wk2		• **Read:** ECLD Workbook Chapters 1 & 2 • **Watch:** Module 1 – Introduction to ECLD (13:34) • **Watch** Module 2 – Bird-in-Hand Principle (15:58) • **Watch and Use Tool 1** – Wheel of Life (15:25 or 25:40)

In Class Wk 2	Jan 23	**Due in Class**: Tool 1
		    • What are Your Design Challenges?
		    • What's On Your Vision Board?

To Do Prep Wk3		• **Watch and Use** Tool 9 – Goalsetting & Time Management (19:38) • **Watch and Start Using** Tool 2 – Journaling and Building Your Dashboard (16:08) (Note that this Tool can take 2-3 weeks) • **Assignment #1** is Due on D2L and for Class
In Class Wk 3	Jan 30	**Due in Class**: **Assignment #1** (Tools 1 & 9) and Vision Board
To Do Prep Wk4		• **Read: ECLD Workbook Chapters 3 & 4** • **Watch: Module 3 – Design Thinking Diamond Method (17:25)** • **Continue Tool 2 - Dashboard** • **Watch & Use Tool 3 – Research your Personality, Values & Interests (13:47)**
In Class Wk 4	Feb 6	**Feedback on Assignment #1** **Due in Class**: Tools 2-4 (Draft of Assignment #2) Getting Feedback and Collaboration to Prepare for Assignment #2
To Do Prep Wk5		• **Watch: Module 4 – Radical Collaboration (15:53)** • **Watch and Use Tool 4 – Condense and Capture Insights with Your Design Challenges (17:56)** • **Watch: "Job to be Done" by Christensen (5:06) (https://www.youtube.com/watch?v=1SfUsSyGWJ8** • **Assignment #2 is Due on D2L and for Class**
In Class Wk 5	Feb 13	**Due in Class**: **Assignment #2 (and on D2L)**
Study Week	Feb 20	STUDY WEEK! OFF!
To Do Prep Wk6		• **Read: ECLD Workbook Chapter 5** • **Watch: Module 5 – User Centricity (29:39)** • **Watch Module 6 – Hunting (7:26)** • **Watch and Use Tool 6A – Interviewing & Prototype Experiences (15:23)** • **Watch: Tool 6B – NetWORKING BC (15:59)** • **Watch: Entrepreneurship is like learning to Play the Guitar (5:12)**
In Class Wk 6	Feb 27	Feedback on Assignment #2 In-Class Break Out sessions related to Feedback on Assignment #2 and your Set of Design Challenges and Goals Going Forward
To Do		• **Read: ECLD Workbook Chapter 6** • **Watch: Module 7 – Affordable Loss (15:04))**

Prep Wk7		• **Watch and Use Tool 5 – Customer Personas (25:16)**
In Class Wk 7	Mar 5	**Due in Class**: First Interview Notes and Learning, Fill in Tool #6A In-Class Practice Interviewing
To Do Prep Wk8		• **Read: ECLD Workbook Chapter 7** • **Watch: Module 8 – Lemonade Principle (16:30)** • **Watch: Resilience (19:33)** • **Watch and Use Tool 7 – Re-Framing Failure, Anti-Fragility and Growth Mindset (25:44)**
In Class Wk 8	Mar 12	**Due in Class**: Tool 6A Exercises and coaching
To Do Prep Wk9		• **Watch and Use Tool 8 – Mind Map and Odyssey Journey (15:11)** • **Watch: Finding Your Niche – Convocation Speech**
In Class Wk 9	Mar 19	**Due in Class:** Draft of Tool #8 (and on D2L)
To Do Prep Wk10		• **Read: ECLD Workbook Chapter 8 and 9** • **Watch: Module 9 – Pilot-In-the-Plane Principle (40:59)**
In Class Wk 10	Mar 26	**Due in Class**: **Assignment #3 (and on D2L)**
To Do Prep Wk11		• **Read: ECLD Workbook Chapters 10 and 11** • **Watch: Module 10 – Feedback & Happiness (18:09)** • **Watch: Module 11 – Eliminate Contradictions that Cause Unhappiness – Living Without Wax (18:58)** • **Watch & Use Tool 10 – Positive Self-Talk (29:55)** • **Assignment #4 is Due on D2L and for class**
In Class Wk 11	Apr 2	Feedback on Assignment #3 Draft of Assignment #4 (and on D2L)
To Do Prep Wk12		Watch and Read anything you missed previously
In Class Wk 12	Apr 9	**Due in Class**: Optional Draft of Final Report Final Q & A
Prep		**Complete Final Report (Including Assignment #4 and 5)**
	Apr 20	**Final Report (Assignment #5) is Due on D2L (11:30pm EST)**

OPTIONAL TEXTS AND READING LISTS FOR STARTUPS

- Ostwerwalder, A., et al. (2014) "**Value Proposition Design**", Wiley.
- Osterwalder , A. and Pigneur, Y. (2010) **"Business Model Generation",** Wiley.

- 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
- Aulet, Bill (2013) "**Disciplined Entrepreneurship**", (24 Steps to a Successful Startup) MIT Press or Wiley [also see disciplinedentrepreneurship.com or the MIT edX course: Entrepreneurship 101: Who is your customer?]
- Maurya, A. (2012). **Running lean: Iterate from plan A to a plan that works.** " O'Reilly Media, Inc.
- **100Steps2Startup available at http://www.100steps2startup.com/.** Promo code (tbc) has been created for you. It gives the user a $XXX discount for total payable of $???.
- Burnett, B. and Evans, D. (2016) **"Designing Your Life: How to build a well-lived joyful life"**

TEACHING METHODS

This is a Flipped Classroom Learning Experience. ==**Complete all required reading, videos and tools BEFORE coming to class.**== We will not be repeating this content during class, but welcome questions, feedback and clarification. Please bring your completed assignments into class so you can work with your peers to help brainstorm and provide suggestions. **Design Thinking is a team sport.**

ADDITIONAL COMMENTS:

- Professional communication is expected; poorly written assignments may receive a grade of zero. If you are a non-native English speaker, or struggle to produce the writing quality expected at the university level, be sure to work with the TMU Writing Centre as per the Standard for Written Work shown below. If you require an accommodation for your ability to write in English, please notify me in advance so we can work something out. Remember spell check and Grammerly.com are your best friends and there are NO excuses for typos.
- Professional behaviour during class is expected. You are expected to arrive on time for class, be prepared for, 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.** The only dumb questions are the ones you don't ask.

POLICIES AND COURSE PRACTICES

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 professor or teaching assistant. 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 Centre will not be penalized.**
- You are encouraged to obtain assistance from the Writing Centre for help with your written communications as needed. (https://www.torontomu.ca/student-life-and-learning/learning-support/writing-support/) **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 the Writing Centre (and/or use Grammarly) if you need it to produce acceptable university-level writing quality.

Open Access Use of Student Assignments – Rights to Use Student Assignments

Most of the weekly in-class sessions will include the professor providing feedback on that week's tool or assignment, as well as breakout sessions to provide peer-to-peer discussion, brainstorming and feedback.

If you would like public feedback on your weekly tool assignments, please try to turn your assignment into D2L at least 24 hours in advance, so I have time to review before class. ==**IF YOU DO NOT want your assignments to be reviewed publicly during class, or shared with future students, please clearly state this on the first page of your assignment.**==

The primary focus of this course is on your career-related design challenge. You will undoubtedly use the ideas and tools in this course to apply to other design challenges in your life which may be of a more sensitive nature. **Please do not share anything you would be uncomfortable with being recorded or else book a private coaching slot with me.** You can literally talk to me about anything. I've had a ton of experiences and a lot of therapy.

You are encouraged to post your assignments, in whole or in part, to the course discussion forum to allow peer-to-peer sharing and learning and feedback. Anything you post to a Forum is considered to be Open Access. ==**Please do not post anything confidential, sensitive or that you do not wish for others to see.**==

Professionalism

Your participation in the external components of this course (e.g. interviews, networking…) reflect on the professionalism and reputation of you, 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.

Toronto Metropolitan University Mental Health Statement:
At TMU, 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. Below are resources we encourage all TMU community members to access to ensure support is reachable. https://www.ryerson.ca/mental-health-wellbeing

If support is needed immediately, you can access these outside resources at any time:
- 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)

COVID-19 Statement re Academic Consideration Requests from Students:
As you should now be aware, all academic consideration requests from students from all Faculties are processed through the Online Academic Consideration Request System.

Policy 167: Academic Consideration for Fall 2020 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate Policy 167: Academic Consideration.

Also NOTE: Outside of COVID-19 symptoms, the new Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. In both of those instances, documentation is required. For more information please see Senate Policy 167: Academic Consideration.

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 as advised in D2L. A late submission (we allow a one hour grace period) will be penalized 10 percentage points per day (e.g. 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 report or assignments due at the end of the semester.
- <mark>**There will be no penalty for work missed for a justifiable reason.**</mark> Students need to inform the instructor of any situation IN ADVANCE 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 the Access Centre, 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

    In addition, the following procedures must be followed:
    o *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.

- o *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/relobservforminstr.pdf) to their program office. The office will notify the instructor when they have received the request form.

- o *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.

- o *Students with disabilities* - In order to facilitate the academic success and access of students with disabilities, these students should register with the Access Centre https://www.torontomu.ca/accessibility/access-tmu/. Before the first graded work is due, students should also inform their instructor through an "Accommodation Form for Professors" that they are registered with the Access Centre and what accommodations are required.

- o *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.

- **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 https://www.torontomu.ca/senate/policies/.

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 https://www.torontomu.ca/academicintegrity/ for more detail and to refer to Policy #60: Student Code of Academic Conduct at https://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 https://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 https://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 https://www.torontomu.ca/senate/policies/. The grading system is summarized below:

Definition	*Letter Grade*	*Grade Point*	*Percentage Range*
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