

ENT 801

Entrepreneurial Career & Life Design (ECLD)

Class Location EPH 441

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 –Entrepreneurial Career & Life Design (ECLD) Ver 1 of Course Syllabus – subject to change

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
Class Location	EPH 441
Consultation Hours:	directly before/after or during class breaks or by arrangement anytime

COURSE INFORMATION

Pre-requisites and/or Exclusions: none – **but you should ideally be in your final year of your studies to get the most out of this course.**

If you are in year two, I'd recommend taking this later in your studies.

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.

COURSE OVERVIEW

This is a 12-week in-person AND occasional Zoom class

<https://torontomu.zoom.us/j/94460972030?pwd=533z0hlsopq1QgQc4XR7mDQ3skClac.1>

based on the free workbook and 20+ YouTube videos on “Entrepreneurial Career and Life Design” (ECLD) by Prof. Steve Gedeon.

The goal of this 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.

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	20%
Wheel of Life #1	10%
Manifestation of your Dream Job	10%
Life Lessons Presented in Class	10%
Wheel of Life and self-reflection on changes #2	20%
Interviews	10%
Final Life Design Report	20%
TOTAL	100%

Class Participation and Attendance and Contribution to Discussions – 20% of Grade

Your grade will be based on in-class attendance and participation – which includes volunteering to answer my questions in class and engaging in group discussions in class. At the end of the semester, you will write a short paragraph on what mark out of 20 that you think you deserve and attach your headshot to it.

You are expected to take an active role in the discussion by asking good questions (quality, not quantity), and raising interesting points.

The grade for Participation will be a combination of in-class activities, and a subjective evaluation of your contribution to class discussions.

NOTE: You are allowed two absences without penalty BUT ONLY IF you text or email me IN ADVANCE of your absence.

Absence from class or being unprepared means you cannot participate effectively. Your participation grade will be impacted as follows:

- Absent or unprepared for 1 class, 1 mark penalty
- Absent or unprepared for 2 classes, 3 mark penalty
- Absent or unprepared for 3 classes, 5 mark penalty
- Absent or unprepared for 4 classes, 8 mark penalty
- Absent or unprepared for 5 or more classes, all marks lost

Participation and Attendance marks will be calculated by the professor based on this scale:

0 points -if you do not attend more than 6 classes.

10-14 points – you are in class, alert and behaving appropriately (like no talking when others are talking)

15-18 – you actively participate in class when the professor poses questions to the whole class

19-20 – **outstanding contributions to class on a regular basis**

Assignments:

These assignments are described in detail on D2L and in the class slides.

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

Final Life Design Report – 20% of Grade

Describe in three pages maximum what you hope to achieve in the next seven decades of your life. **Describe each decade into ONE-TWO short separate paragraphs.** Describe your goals, dreams and achievements that you want to do in each decade.

TENTATIVE WEEKLY SEQUENCE AND SCHEDULE

– subject to change

You will find all the **optional** videos at [Steve Gideon's ECLD YouTube channel](#) **all videos are optional to view**

	Date	Assignment
In Class Week 1	Fri. Sept 5, 2025	<ul style="list-style-type: none">• Introduction to the Course• Manifesting Exercise – what do you really want to do with your one precious life?• Guest Speaker: Samuel Lam, alum
To Do Prep Week2		<ul style="list-style-type: none">• PREP for the FIRST class – do this DISC analysis• https://discpersonalitytesting.com/free-disc-test/• 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 Week 2	Fri. Sept 12, 2025	Due by 9:00 AM Class: Wheel of Life #1
To Do Prep Week 3		<ul style="list-style-type: none">• Watch and Use Tool 9 – Goalsetting & Time Management (19:38)• Assignment #2 Manifesting is Due on D2L and for Class
In Class Week 3	Fri. Sept 19, 2025	Due in Class: Assignment #2 Manifestation of your Dream Job Goal & Manifestations
To Do Prep Week 4		<ul style="list-style-type: none">• Read: ECLD Workbook Chapters 3 & 4• Watch: Module 3 – Design Thinking Diamond Method (17:25)

		<ul style="list-style-type: none"> • Watch & Use Tool 3 – Research your Personality, Values & Interests (13:47)
In Class Week 4	Fri. Sept 25, 2025	Values, Fears and Beliefs
To Do Prep Week 5		<ul style="list-style-type: none"> • Watch: Module 4 – Radical Collaboration (15:53) • Watch: “Job to be Done” by Christensen (5:06) (https://www.youtube.com/watch?v=1SfUsSyGWJ8)
Week 5	Fri. Oct. 3, 2025	Guest Lecturer: Cheryl Gregory – Destressing yourself
To Do Prep Week 6	Fri. Oct. 24, 2025	<ul style="list-style-type: none"> • Read: ECLD Workbook Chapter 5 • Watch and Use Tool 6A – Interviewing & Prototype Experiences (15:23) • Watch: Tool 6B – NetWORKING BC (15:59)
ZOOM CLASS!	ZOOM CLASS!	ZOOM CLASS!
Week 6	Fri. Oct. 10, 2025	Gratitude, Motivation, Choices – group discussions
Study Week	Fri. Oct. 17, 2025	Study Week
Week 7	Fri. Oct. 24, 2025	In-Class Practice Interviewing, prep questions for 15-minute call or meeting
Week 8	Fri. Oct. 31, 2025	Hallowe-en! Come Dressed up if you dare!
Week 9	Fri. Nov. 7 2025	<ul style="list-style-type: none"> • Read: ECLD Workbook Chapter 6 • Watch: Module 7 – Affordable Loss (15:04) Life Lesson Presentation Prep Guest Lecturer George Torok – Executive Presentation Coach
Week 10	Fri. Nov. 14, 2025	<ul style="list-style-type: none"> • Read: ECLD Workbook Chapter 7 • Watch: Module 8 – Lemonade Principle (16:30) • Watch: Resilience (19:33) First ½ of class Two-minute Life Lesson Presentations –to present – if you can’t make it – let me know

To Do Prep Week 11		<ul style="list-style-type: none"> • 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)
Week 11	Fri. Nov. 21 2025	Networking, Resilience, Growth Mindset, Failure and Self-Acceptance Two-minute Life Lesson Presentations – second ½ of the class Last in person class
ZOOM Class Week 12	ZOOM CLASS! Fri. Nov. 28 2025	<ul style="list-style-type: none"> • Watch and (optionally use Tool 8) – Mind Map and Odyssey Journey (15:11) • Watch: Finding Your Niche – Convocation Speech Due by Class start: Three Interview Notes and Learnings – max 2 pages
To Do	Wed. Dec. 3, 2025	Participation Submission Due – include your headshot and anticipated score
To Do	Wed. Dec. 10, 2025	Final Report is Due on D2L
To Do	Fri. Dec. 12, 2025	2nd Wheel of Life – show the differences between your first one and this one and self-reflect in 100 words or less.

OPTIONAL TEXTS AND READING LISTS FOR STARTUPS

- Osterwalder, 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 highly interactive class where you are expected to have worked on your assignments and bring questions to class.

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 Grammarly.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.

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. You can literally talk to me about anything. I've had a ton of experiences and a lot of therapy.

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 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 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.
- **There will be no penalty for work missed for a justifiable reason.** 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:

- **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*** - 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.
- ***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:

<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