

TED ROGERS SCHOOL

Entrepreneurship & Strategy

ENT500

New Venture Creation

Dr. Sean Wise – Fall 2025 updated

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.

Classes meet Tuesday at noon in Kerr Hall East room 119

Instructor Information

Instructor:	Dr. Sean Wise, BA LLB MBA PhD
Office Telephone:	Please use email.
E-mail Address:	sean.wise@torontomu.ca
Consultation Hours:	By appointment only; over zoom, arranged by email.

Prerequisites & Co-Requisites

None

Anti-requisites

ENT 726, ENT 570, ENT 528 and ENT 56A/B

Custom Requisites

Not available to students in the Business Management Entrepreneurship major.

COURSE DESCRIPTION

This introductory course is designed for non-business students who are interested in starting a business of their own. Topics include assessing entrepreneurial potential, opportunity identification, market assessment, organizing, promoting, and financing the business, intellectual property, buying an existing business or considering a franchise.

Students will be expected to work on developing a business venture which is a significant portion of your overall mark.

Students will develop an understanding of activities involved in developing, producing and marketing startups to early adopters to consumers, components of a company's market and competitive strategic positioning and business model, elements of a viable go to market plan for a startup company, and how to communicate elements of the new venture to outside parties for support or for provisioning of resources. Students will perform project work in small teams.

COURSE OVERVIEW

This course is intended to provide students with an introduction to the issues and responsibilities facing a new business owner. The fundamentals of marketing, management, and finance are covered. Whether or not students actually start a business on their own, students will develop an appreciation for the challenges facing the small business owner or entrepreneur.

In this class we do not study entrepreneurs, **we become entrepreneurs!!!** Students learn the process of how to create an innovation-based new venture, i.e. How to Start a Startup. As a framework for this, we use the LEAN STARTUP process and students develop the essential parts of a business model and Lean Canvas as a useful vehicle to achieve this goal. Students will work in teams to launch a new venture, if appropriate, working through issues of market analysis, technology viability assessment, competitive

positioning, team-building, product life-cycle planning, marketing strategy, sales channel analysis, and a strong emphasis on the entrepreneur as a salesperson. We will map the practical steps of organizational and legal issues associated with forming a brand-new company, following the 100 step framework outlined in 100 Steps 2 Startup™.

The course covers the fundamental concepts of *“how to start a startup”*. The objective of this class is to change the mindset that entrepreneurship, or starting and running your own business, is risky and only a selected few can do it. Students will leave the class with the mindset that entrepreneurship is a viable career choice. At the end of this class, students should feel that they have the tool set, knowledge and practical know-how on how to start a startup. The class will also showcase the “Hows” of building a business and the sequence of building a business and challenge the students to actually take the plunge in doing the actual task of building a business. The classroom sessions will be more run like workshops where all the students are participating in the activity on schedule. This is a hands-on course that teaches a rigorous framework and provides valuable experience to students so that they, upon completion, can be more successful in starting a new venture.

Course Learning Outcomes

Upon completion of the course, students will be able to:

1. Evaluate their own potential for starting a business,
2. Market to a target customer group, and
3. Appreciate new venture management/ownership issues.

Additionally, students will learn:

- To experientially understand the entrepreneur's challenges and competitive realities.
- To learn how to leverage key entrepreneurship tools, including Lean Startup methodology, Elevator Pitching, and Business Model Canvas, to build a startup in real-time.
- To expose students to customer centric innovation and engage students with customer discovery and the early product development process.
- To lower student anxiety as it relates to starting a new venture by providing a live safe environment to facilitate peer-based experiential learning.

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

- **Goal 1: Opportunity Identification:** Students will learn to become proactive and alert to information and technology trends affecting their site company and the global economy. You will practice identifying and analyzing opportunities using a variety of tools and techniques.
- **Goal 2: Resource Acquisition:** Students will validate opportunities and bootstrap to obtain resources. Students will be able to recruit and manage multi-disciplinary teams to deliver impactful results.
- **Goal 3: Persuading and Selling:** Students specializing in ENT will develop skills for persuading and selling in a wide variety of contexts.
- **Goal 4: Information Literacy:** identifying, selecting, storing and processing information from a variety of sources and media; developing successful information seeking and retrieval strategies; and presenting and communicating information clearly, logically, concisely and accurately.

- **Goal 5: Adaptability:** Learning from iteration, experimentation, dealing with ambiguity and uncertainty, etc.
- **Goal 6: Self-management:** Time management, goal-setting, self-leadership, self-directed life-long learning, habit formation, and self-reflection.
- **Goal 7: Self and Peer-Based Assessment:** Students will evaluate and track their own perceived entrepreneurial skills and attitudes during the course and compare these to peer-based assessments to receive feedback.
- **Goal 8: Communication:** Students will be able to express ideas and information effectively and accurately using a range of media commonly used in business environments. Communication Skills including professional behavior, executive presentation techniques, reporting and meaningful email correspondence.

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.

Students must watch videos and complete exercises outside of class hours. **Each student must dedicate at least 10 hours a week to this course and their team.** This time is self-directed, asynchronous learning.

The in-class portion of this course is primarily dedicated to “team time” where students can receive both individual and team-based peer feedback and faculty coaching. This is synchronous learning and all students must be online for the full three hours of class time.

Class attendance and active participation is essential; if you do not intend to participate fully, DO NOT TAKE THIS COURSE!!!!

EVALUATION

All submissions / videos are due **24 hours before** the start of class.

The % grade for ENT 500 is calculated based on the points earned, as follows:

Evaluation Component	Weight	
Team Evaluation Components		
Team Intro Video	5%	1-2 min including customer segment
Customer Persona Video	5%	1-2 min
Elevator Pitch Video	5%	1-2 min

Explainer Video	5%	1-2 min
Final Presentation Video	20%	7 min maximum; 5 minimum
Team's Progress on 100 Steps	5%	Based on the quality of worksheets you submit and timeliness of worksheets submitted.
Individual Evaluation Components		
Individual Peer Evaluation	10%	Week 7 based on the quality of feedback given by you and the feedback your team gives about you.
Individual Reflection Video	10%	2 min +/- 30 sec.
Individual Contribution	15%	Based on your weekly contribution to discussions in class and team.
Individual Midterm Exam	20%	45 minute multiple choice online test.
TOTAL	100	

Teams

Throughout this course, students will work in groups of four, created by the instructor, on a lean-startup business project. All members have to sign off on the Team Charter, and accept the team may fire them after the midterm if they are not contributing. Students fired from their group must drop the course or finish the course solo. Prior to the midterm we will facilitate anonymous inter team feedback through a peer evaluation (graded).

Team Videos (Total 30%)

Throughout this course, teams will create YouTube videos showcasing their progress. Please do not submit the actual video files as they are too large to handle efficiently. **All videos MUST BE submitted as a YouTube URL link.** Not Vimeo, not uploaded to D2L, not an MP4, or an AVI. Not anything else other than a **YouTube LINK! Any video not submitted as a Youtube link will receive a 50% Penalty!**

Videos are due at least 24 hours before the start of the class in which they will be used. Videos will be shown in the class they are due and used as a learning tool. All videos must be submitted to D2L by the group.

Team Progress on 100 Steps (5%)

Your team is expected to progress through the first 50 to 60 steps in 100 Steps 2 Startup™ over the course of the semester. Your work is documented through a series of “worksheets” corresponding to one of the steps, and deposited in a team Google Drive folder, along with a Lean Canvas which will summarize the entire project. The quality of your work, depth, completeness and progress will be subjectively evaluated.

Peer Evaluation (5%)

In Week 7 and at the end of the semester, teams will undertake peer evaluation. Your grade for this is based on both the feedback you receive AND the feedback you give to other members of your team. You are judged on the quality of the feedback you give.

Individual Reflection Video (5%)

The goal of this life-long learning skill assignment is to transform “stuff that happened during your hands-on experience” into “actual articulated experiential learning”. As you go through your life, you will experience many things. This skill will help you turn these experiences into learning opportunities. Students must complete and submit a personal reflection exercise by Week 13. Full instructions can be found online in the course shell. It is not an essay or a paper, but a personal, thoughtful reflection video about your experience in the course.

Midterm Exam(20%)

Students will answer approximately 30 questions based on the first 30 steps. The exam is online and a one-hour multiple choice test. It is a closed book and taken individually.

Individual Contribution (15%)

Based on your weekly contribution to class, your peers and your team. This is both subjective and objective.

Class attendance is mandatory. You must attend the class for the entire 3 hours. This may be the only time when your whole team can work together. Make the most of it. Come well rested and ready to work. **YOU Will NOT ACHIEVE A GOOD GRADE ON PARTICIPATION IF YOU DON'T COME TO CLASS!**

Your Coaches will monitor and track participation during class discussions. Your goal should be to add value to each and every interaction.

A student who fails to contribute regularly, misses class, gets fired or is not able to regularly add positive value to their team, is likely to get a 0 on this grade component.

Late submissions

The assignment Due Dates are identified in the course outline and as advised in D2L.

Late work will not be accepted at all (assigned a grade of zero), unless you have a valid reason for an extension and you arrange it well in advance of the due date. If you are unable to submit on the due date, arrange for an early submission.

Any absence from class does not excuse you from assignment deadlines.

Class Overview

Students will be placed in teams of 4 by the start of Week 3. **Teams will be assigned.** Students will follow the 100 Steps 2 Startup™ process and apply the Lean Startup Methodology as a group. If you join the course after week 3, you will be put into a team with others who joined the course late.

Team Activity

Teams will generate artefacts of learning that demonstrate progress. These include: a lean canvas, a UVP, explainer video, etc. Other students in the course (not in your group) will review and provide feedback on these artifacts. While there is no minimum “steps per week” that teams must complete, student grades reflect the progress made and objectives completed.

Individual Activity

Individually students will pick a product to dropship. Students then run a series of sales experiments in an effort to maximize sales by course end.

CRITICAL INFORMATION:

- **Due to the nature of the course, students are expected to attend all classes.** You are expected to arrive on time for class and PARTICIPATE in all classes. Participation forms 15% of your grade!
- **There are no Rubrics in this course.** Use the instructions given, review samples shared and learn to use your own judgement.
- Remember grades are both Objective (how well your assignment meets the requirements outlined) and Subjective (how well your work compares to your peers).
- You should read this document carefully for deadlines and course requirements so that you can be successful in this course. When you have fully read this syllabus please email your instructor a picture of a dinosaur. Really! We’re keeping track of who is on the ball or not.
- **You cannot be the victim of circumstances that you create.** Do not ask for academic consideration for situations which you are responsible for.

Course Materials

Required:

Each student is required to register for www.100steps2startup.com. This site contains videos, exercises and worksheets. Each week students will watch videos, undertake exercises and report the results in the provided worksheets.

From time to time, the instructor may also make personal material available to students, including informal notes, PPTs and other guides that may assist students in succeeding in the course. Unless explicitly stated to the contrary, these are provided only for use by students while taking the course and no rights are given for reproduction or sharing with others outside of the class.

100 Steps 2 Startup Login Instructions

Each student must register individually for 100 Steps 2 Startup™, a promo price has been established and is available to ENT 500 students.

1. Enter the link found on D2L to be directed to the Account Setup page and create your account.
2. Continue to the Payment page and enter your payment information. Use the discount code found on D2L.
3. Begin by watching all the videos in Phase 1. These are not part of the group project and should be done individually in preparation for the group project.

4. Should you require additional assistance with 100 Steps 2 Startup™ at any time, please contact their Support Team directly by way of email (feedback@100steps2startup.com) and be ready to provide your email address linked to the account, and full name. Reply time is quickest if sent on weekdays between 9 AM and 11 PM EST.

TOPICS – TENTATIVE SEQUENCE AND SCHEDULE

WK	Topic	Student Activity	Step
1	Intro To Course	During class you will undertake icebreaker entrepreneurship group exercises. You will be placed in random breakout groups for today. After class, read the pdf on D2L entitled “Running Lean”.	
2	Talent Triangle 60 min MVP	During class you will undertake several entrepreneurship group exercises. You will be placed in random breakout groups for today.	1-6
3	Team Intros	Teams Formed and Introduced Team Icebreaker Exercise. As a team you work on a charter and discuss how you will move forward. After class, watch next Steps and do exercises with your Team. Submit Team Intro video link and Submit worksheets to Google Drive at least 24 hours before next class.	13+
4	Customer Persona	Lean Canvas Mini Lecture. Customer Persona Mini Lecture. Then watch next steps and do exercises with your Team. Submit Worksheets to Google Drive. Instructor meeting. Submit Customer Persona video link at least 24 hours before next class.	16+
5	Library Presentation and Team Time	Research methods and resources presentation by subject matter expert Librarian. Watch next steps and do exercises with your Team. Submit Worksheets to Google Drive. Instructor meeting.	23+
	READING WEEK		20+
6	Midterm	DONE ONLINE DURING CLASS TIME. NO CLASS.	
7	Elevator Pitches	Elevator Pitch Mini Lecture. Giving Good Feedback Mini Lecture.	

		<p>Then watch next steps and do exercises with your Team. Submit Worksheets to Google Drive.</p> <p>Instructor meeting.</p> <p>Submit Elevator Pitch video link at least 24 hours before next class.</p> <p>Submit Peer Evaluation 24 hours before THIS class.</p>	
8	<p>Minimum Viable Product</p> <p>Team Time</p>	<p>MVP/MVO Mini Lecture.</p> <p>Watch next steps and do exercises with your Team. Submit Worksheets to Google Drive.</p> <p>Instructor meeting.</p>	28+
9	<p>Explainer Video</p>	<p>Explainer Video Mini Lecture. Then watch next steps and do exercises with your Team. Submit Worksheets to Google Drive.</p> <p>Instructor meeting.</p> <p>Submit Explainer Video link at least 24 hours before next class.</p>	38+
10	<p>Team Time</p>	<p>Watch next steps and do exercises with your Team. Submit Worksheets to Google Drive.</p> <p>Optional Instructor meeting.</p>	42+
11	<p>Team Time</p>	<p>Watch next steps and do exercises with your Team. Submit Worksheets to Google Drive.</p> <p>Optional Instructor meeting.</p> <p>Submit final presentation video link at least 24 hours before next class.</p>	50+
12	<p>Final Presentations</p>	<p>All groups present.</p> <p>All teams hand in final Lean Canvas and worksheets to Google Drive at the start of class.</p> <p>Individuals must submit a Personal Reflection video within 72 hours of the end of final class.</p> <p>Sales Competition Ends. Submit Links to journals before class begins.</p>	

Technology Usage & Limits:

E-mail to the instructors should be reserved for questions or issues that are unsuitable for discussion on D2L, such as private or sensitive matters. Do not email instructors with questions that are already

addressed in this syllabus; you are expected to be aware of all this information. When e-mail is appropriate, you must use your official TMU account; other accounts will be ignored.

You may not make recordings in the classroom nor use the materials posted on D2L for any purpose unrelated to this course without the express permission of the instructors.

The instructor reserves the right to conduct class on zoom, as they feel appropriate.

NOTE REGARDING INTELLECTUAL PROPERTY RIGHTS

Work done in the class is purely for academic purposes and there is no explicit or implicit agreement that teams that are formed in the class are obligated in any way to share their intellectual property or equity in a new venture that comes out of the class. All marketing and business analysis that is produced is considered public domain unless explicitly specified and agreed to by the instructor.

For greater clarity, by taking this course you explicitly agree that your worksheets and outputs can be used to train future students.

University Policies

Students must be reminded that they are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#).

Department Policies

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

- Students must first log into the D2L course shell using their TMU email ID and then join the Zoom meetings by clicking on the correct link on D2L (this should prevent Zoom Bombing by outsiders).
- Display a professional head shot of yourself as well as your name if you are not going to keep your video on (these features are accessible from within the Zoom settings).
- Your instructor may record parts of some sessions. You will be notified on Zoom if the session is recorded.
- 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.
- Familiarize yourself with the tools you will need to use for remote learning. The [Remote](#)

[Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.

Standards 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 with the professor and other students, as well as group chats. ***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 TMU Student 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 Library for [APA style guide references](#)). ***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!***

Professionalism

Your participation in all components of this course reflects 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. For the purposes of this course, unprofessional behavior includes, but is not limited to, any of:

- Missing student and instructor meetings without giving reasonable notice and reason.
- Not participating fully in group activities in class and for assignments, which may be measured by peer evaluations or group reports submitted to instructors.
- Toronto Metropolitan University policies provide accommodation for a variety of circumstances, and seek to avoid bias of several kinds. You are expected to adhere to these policies in your group work and in interactions with students and professors. It is your responsibility to understand these policies, including religious accommodation, academic accommodation, and what constitutes bias for equity-deserving groups.

Important Resources Available at Toronto Metropolitan University

- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request.

For extenuating circumstances, Policy 167: Academic Consideration allows for a once per

semester 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. Absences more than 3 days in duration and those that involve a final exam/final assessment always require documentation. Students must notify their instructor once a request for academic consideration is submitted. See Senate [Policy 167: Academic Consideration](#).

- Information on Copyright for [Faculty](#) and [students](#).
- Information on Academic Integrity for [Faculty](#) and [students](#).

Accessibility

- Every effort will be made to make course materials accessible to all students. If you have questions or comments about accessibility, please email the instructor or attend Zoom office hours to discuss this with your instructor.

Academic Accommodation Support

Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- [Learn more about Academic Accommodation Support](#)
- [Learn how to register with AAS](#)
- Learn about [Policy 159: Academic Accommodation of Students with Disabilities](#)

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about [Academic Accommodations versus Academic Consideration](#) and how to access each.

Wellbeing Support

At Toronto Metropolitan University (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.

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
- Consent Comes First – Office of Sexual Violence Support and Education: 416-919-5000 ext: 553596 or email 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](#).

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