

Entrepreneurship
Course Number: 33:382:303
Course Title: Managing Growing Ventures

COURSE DESCRIPTION

Entrepreneurship is a process and a pathway for becoming who you want to be by creating the changes you want to see in the world. It's a social tool for organizing and creating resources that allows people to magnify their influence. It is the most accessible such tool for most people at most times and in most places.

In this class, we treat entrepreneurship as a pure form of management. The course therefore traverses broad topics of concern to business owners and managers. We develop approaches to analysis, planning, and action in entrepreneurial contexts, without assuming these activities occur in any predetermined order or hierarchy of importance. We view entrepreneurial planning as an iterative process that is continually driven by a stream of strategic choices made in dynamic and uncertain markets, and in competitive and regulatory environments. Assuming this context, we develop and apply ideas about social networks, organizational structure and culture, opportunity creation, discovery and evaluation, firm growth and change, employment practices and incentives, innovation and resources. Primary activities include: case analyses and discussions, continuous attempts to improve our abilities to write and speak in an informative and persuasive manner to important stakeholders, and the application of these skills to a strategic growth plan project. This course is most useful for those who want to a) join and make substantial contributions to growth businesses, and b) potentially create the firms that hire those in category "a."

By remaining in this course after this syllabus is distributed, you are pledging that you will keep completely confidential not only any information you learn about the company you will work with for your class project, but also any information you learn about other companies involved with other peoples' class projects.

COURSE MATERIALS

There is no textbook for this course. Instead, we use case studies (available for purchase) and readings freely available from the Web or the Rutgers library. Please purchase the case studies coursepack prior to before our first class.

The case studies coursepack is available for purchase from Harvard Business Publishing:

- [—](#)

The remainder of the readings can be found under “Course Documents” in Canvas:

- *Canvas > Course Documents*

Please note: Some class sessions are intentionally left blank so I can customize the content, accommodate guest speakers, or provide additional time for team projects. So the syllabus could change in minor ways during the term. If I add any new readings they will be freely available.

LEARNING GOALS AND OBJECTIVES

My goals for this class are (a) to help you build important personal and professional skills that will serve you beyond the classroom, (b) to give you a realistic picture of entrepreneurship, and (c) help you understand topics relevant to running and growing a small business (d) through hands-on engagement with course content.

More specifically, my goals are:

1. To introduce you to applied concepts of entrepreneurship, focused mostly but not completely on post-startup, growth-related activities.
2. For you to understand entrepreneurship as (I believe) it really is, which does not necessarily match popular business press narratives about entrepreneurs.
3. For you to understand and choose whether and how to manage your social network to help you achieve your goals.
4. To allow you to gain hands-on experience in conducting a comprehensive analysis and venture development plan for a business.
5. To grow your skills and comfort with open discussions and public speaking.

SMARTPHONES AND LAPTOPS IN THE CLASSROOM

Laptops and tablets are permitted but only for class-related purposes. No texting is allowed during class and please silence your phones. **Be warned:** If you seem distracted by your screen, or are texting in class, I am much more likely to call on you ☐.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>).

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE AND PREPARATION POLICY

You are expected to attend every class. I understand that things sometimes come up and you may need to miss a class; if so, you need to have a justifiable reason and get approval from me *before class*. It is your responsibility to make up any missed class work. A major part of your grade is based on your participation, so unexcused absences will directly impact your grade.

If you have 4 or more unexcused absences, I may need to speak with your academic advisor and recommend withdrawal from the class.

COURSE ASSIGNMENTS + GRADING

Assignments and Grading Summary

Class participation	20 points
Personal Network Analysis	20 points
In-Class Quizzes	10 points
Case Summary Presentation*	10 points
Venture Strategic Growth Plan*	30 points
Peer Team Evaluations*	10 points
TOTAL	100 points
* Indicates “group” points	

Grades are assigned as follows:

Excellent	A	90 to 100
Very Good	B+	86 to < 90
Good	B	81 to < 86
Satisfactory	C+	76 to < 81
	C	71 to < 76
Failing	D	65 to < 71
	F	0 to < 65

Class participation (20 points)

My classes are very interactive. Much of the learning in this course takes place through class discussion and interaction. **You must read *all* required readings.** You should come ready to actively participate in class discussions and activities. I like to have individual students or teams present an impromptu summary of the class readings, and I frequently cold-call if students don’t volunteer. I do this because I believe that

unmanaged shyness and passivity are detrimental to entrepreneurial and managerial performance. Plus, I believe that each of you can make a valuable contribution to the class. Good participation requires that you speak up in class—“being prepared” and “showing up” are not enough.

A side note on class participation:

- *I believe each person in this course is smart. Class participation is not a chance for you to convince me about how smart you are by answering every question or dominating your classmates.*
- *Rather, class participation is your chance to make high quality contributions to the discussion by sharing insights and understanding that are a result of your work with the assigned materials and with the ongoing discussion.*
- *Good class participation builds on other students' comments by extending their ideas or constructively critiquing them. Don't ignore what the last student said and make an unrelated point—rather, build on their comments.*
- *Good participation is grounded explicitly in the evidence at hand (i.e., my lecture, the course material, etc.)*
- *Good participation means that you listen carefully and respectfully to others, even if you disagree with them and are trying to argue that they are wrong.*
- *Good participation means you are willing to graciously accept and learn from negative feedback. You must practice responding gracefully and gratefully to criticism.*

Personal Network Analysis (20 points)

You will conduct an analysis that examines your own social network and its utility for helping you achieve your career and entrepreneurial goals. I will provide a network analysis instrument/worksheet to help you describe and diagnose your network. You will hand in a report that describes your network and discusses your short- and long-term objectives, the strengths and weaknesses of your current network relative to these objectives, your preferred approaches in managing your network, and an action plan describing how you will enhance your network going forward in order to help you accomplish your objectives. Suggested and maximum length: 4 pages double-spaced narrative, 12 pt. Times New Roman font, with normal margins, *plus* a cover page, the worksheet, and diagrams. Pages should be attached by a staple in the upper left corner.

In-class quizzes (10 points)

We will have numerous unannounced quizzes, done in class. The purpose of these assignments is to provide me with feedback on everyone's comprehension of the readings, cases, and/or class discussions, and to provide direct and immediate rewards to students for staying current with course readings.

Case Summary Presentation (10 points)

You and your team will prepare a 10 minute presentation summarizing one of the weekly readings. Your team can decide on the format. For example, you can choose to use slides or not. You can give out printed handouts. You can even plan an exercise for the class. It's up to you. Remember: Your goal is to provide a clear overview of the case and reinforce to the class what you and your team think are the most important points for consideration. After your summary, please have 1 – 2 discussion questions ready for the class. The purpose of this assignment is to (a) allow you to engage more deeply with the course content for a particular week, (b) facilitate class discussion, (c) allow you to become more comfortable communicating in front of others, and (d) give you experience in communicating complex ideas to others.

Venture Strategic Growth Plan (30 points)

You will work in teams to create a strategic growth plan for a well-known venture. Be forewarned: creating this plan is a big project. You should start very early in the semester in order to do a thorough job and in order to avoid being “in the face” of the entrepreneur while you try to play catch-up during the second half of the term. Your team is responsible for finding and choosing a venture to work with, though I am happy to help if I can. The overall purpose of this assignment is to expose you to the challenges of a young growth-oriented venture, to give you practice in deep critical thinking and research about the venture, and to develop your skills in telling entrepreneurial tales. I will provide some time in class for teams to meet, but teams must find other times and ways to work on the project together outside of class.

Your growth plan will have three main deliverables:

(1) Mid-Semester Presentation

- The purpose of this presentation is to make sure your team is on the right track to having a quality project. It is intended to give you a chance to air your ideas and get constructive feedback from me and your classmates so you can catch major issues and make corrections well before your final project is due. However, by the time you give this presentation, you will want to have made substantial progress towards your final deliverables.

(2) Final Presentation (10 points)

- This is the final presentation of your finished project—this should give me and the class an overview of your final analysis of the venture and your recommendations for how it should move forward.

(3) The Written Plan (20 points)

- a. The written document each team produces (“The Plan”) will constitute a cohesive analysis and description of the business, drawing on the perspective of owners, investors, customers, competitors, and sometimes employees. It should be well-written, compelling,

and professional in appearance. It needs to match the signed “scope” document. We will discuss the format of The Plan and a simple grading rubric in class.

- b. The Plan will organize detailed information, analysis, and insights in a manner that permits the venture’s management to get a good sense of “where they are today.”
- c. The Plan will also allow management to develop a good sense of where various strategic initiatives might lead them, and the tasks they might need to accomplish in order to move toward their strategic vision. It will identify and describe environmental threats and opportunities, and firm strengths and weaknesses for dealing with threats and exploiting opportunities.

Client Communication

I strongly recommend that you maintain regular communication with your client and make use of feedback from the client as your project progresses.

- a. In addition to the two formal presentations, I may also call on members of your team to provide frequent 2-5 minute impromptu project updates. This is to provide practice in getting to be great at such updates; it is also to help you bear in mind that there needs to be substantial project progress every week.
- b. By Week 4 of the term, please provide me with a “scope” document (to be discussed in class) signed by the client.
- c. Please arrange for your client to send me an email evaluation during Week 6 of how your team is doing and how the project is proceeding. A second, more formal “evaluation” is due from the client during Week 12.
- d. After this presentation, you must provide your client with the final written plan, and ask them to provide me a brief email synopsis of their response to your work, including a brief evaluation rubric I will provide. I suggest that you notify your client well ahead of time that they will need to evaluate the written plan so they can provide me with feedback about your performance.
- e. I will discuss hints and “rules” for your in-class presentations. These will include a provision that every member of every team has to participate actively in at least one formal in-class presentation. I will also provide a simple grading rubric for presentations.

All presentations will be graded on both the quality of progress on The Plan and on the quality and professionalism of the presentation. Members of the class will be expected to ask intelligent and challenging questions to help the teams improve the plans and the presentations. This is an important and graded part of class participation.

Three additional documents must be completed to earn a grade in this course:

1. The scope document: A memorandum of understanding about project scope and requirements signed by the head of the firm with which you are working.

2. Two email synopses from the client of their responses to your work and a final email acknowledgement of receiving the final deliverable. It is your responsibility that these be sent to me on time (see course schedule).
3. A confidentiality agreement regarding secrets learned and discussed during this course. However, whether or not you have signed such an agreement, you agree, as indicated above, to be bound to confidentiality by your voluntary continued participation in this course.

Peer Team Evaluations (10 points)

Twice during the term, each of you will confidentially evaluate the contribution of your team members toward the complete set of tasks required for plan development and presentation. The number of people in your team will be multiplied by 5 and the resulting pool of points will be allocated based on the measured central tendency of peer evaluations of each individual. The purpose of this assignment is to discourage freeloaders, while giving “innocent slackers” reasonable notice that they are not pulling their weight. “Earning” these points require two things: (1) Teammates who believe you are doing your share of the work, and (2) actually turning in your own evaluation on time.

COURSE SCHEDULE

Week	Topics	Readings	Assignments + Deliverables
1	Course Intro + Syllabus Review + Team Introductions	The syllabus (see Canvas)	<u>Due:</u> • Bring your résumé • Bring a name card
	The Organizational Landscape	The Subject is Organizing (pp. 1 – 7) (see Canvas)	
2	Entrepreneurs’ Motivations & Founder-Owner-Manager Identity	It’s what you make of it: Founder identity and enacting strategic responses to adversity. (Read pp. 1406 – 1409 and 1413 – 1426) (see Canvas) Case: Azza Al Qubaisi: The Artist Entrepreneur (see Coursepack)	<u>Assignment:</u> Who are you/who you want to be?
		Why your Customers’ Social Identities Matter. (see Coursepack)	<u>Due:</u> Who are you/who you want to be?
3	Networks & Entrepreneurship	Six degrees of Lois Weisberg. (see Canvas) Case: Jerry Sanders (see Coursepack)	<u>Assignment:</u> “Making yourself useful” + “Badmouthing behavior”

		How to build your network. (see Coursepack)	<u>Due:</u> Approval of project companies <u>Assignment:</u> Personal Network Analysis
4	Entrepreneurship under resources constraints: - <i>Bootstrapping</i> - <i>Bricolage</i> - <i>Narrative construction</i>	Bootstrap finance: the art of start-ups (see Coursepack)	<u>Due:</u> Report on “Making yourself useful” + “Badmouthing behavior”
		How David Beats Goliath. (see Canvas) Creating something from nothing (read only pp. 329 – 336, and 340 – 356) (see Canvas)	<u>Due:</u> Bring a resourcefulness story to tell at class
5	Leverage & Venture Capital	Case: How venture capitalists evaluate potential venture opportunities. (see Coursepack)	

		Case: The Changing Face of Angel Investing (see Coursepack)	<u>Due:</u> • Personal network analysis • Peer Evaluation 1
6	Angel Investing & Crowdsourcing	Case: Pascal Press: Crowdfunding a New Coffee Revolution (see Coursepack)	• <u>Due:</u> Signed scope document
	TBD		
7	Managing Growth: Structural Tools	Note on Organizational Structure (see Coursepack)	
		Case: Appex Corporation (see Coursepack)	
8	Managing Growth: Political Change	Case: Datavision A (see Coursepack) Case: Datavision B (see Coursepack)	<u>Due:</u> Client Evaluation 1 (client tells me (a) you’ve been in contact, (b) things are going okay)
	TBD		
9	Initial Project Presentations (Teams 1 – 4)		<u>Due:</u> Draft of written plans (Teams 1 - 4)
	Initial Project Presentations (Teams 5 – 9)		<u>Due:</u> Draft of written plans (Teams 5 – 9)

10	Managing Growth: Strategic Change	Ambidextrous Organization (see Coursepack)	
		Case: Open Market, Inc. (see Coursepack)	(Opt.) Feel free to wear a costume!
11	Managing Growth: Incentives	On the folly of rewarding A, while hoping for B (see Canvas)	<u>Due</u> : Peer Evaluation 2
		Case: Lincoln Electric: Venturing Abroad (see Coursepack)	
12	In-Class Project Feedback		
	In-Class Project Feedback		<u>Due</u> : Client evaluation 2
13	In-Class Project Feedback		
	Thanksgiving Recess — No class! ☐		
14	In-Class Project Feedback (All teams)	In-class session to work together with your team. I will be there to answer questions.	
	Final Presentations (Teams 5 – 9)		
15	Final Presentations (Teams 1 – 4)		<u>Due</u> : Final written plans
	No Class		
16	No class		<u>Due</u> : Acknowledgment of final deliverables from client.

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are ***pregnant***, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek ***religious accommodations***, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of ***gender or sex-based discrimination or harassment***, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military ***veteran*** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]