

**Management**  
**Course Number: 22:620:654**  
**Course Title: Managing Growing Ventures**

## **COURSE DESCRIPTION**

Entrepreneurship is a process and a pathway for becoming who you want to be through creating the changes you want to see in the world. It is 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.

We also treat entrepreneurship as a pure form of general management, and the course therefore traverses broad topics of owner and manager concern. We develop approaches to analysis, planning and action in entrepreneurial contexts, without assuming that these activities occur in any pre-determined 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 market, 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 growth venture analysis 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.”

This course is the recommended first course (and a required course) for the Innovation, Technology Commercialization & Entrepreneurship Concentration.

*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.*

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## **COURSE MATERIALS**

A textbook is not assigned for this course. Instead we will use case studies available for individual purchase on the Harvard Business School Publishing website: The link is on Canvas. In addition to readings available freely on the Web or through the Rutgers libraries. Readings are detailed on the course schedule below and are subject to change during the semester. If you are interested in a supplementary text, I will be glad to suggest a variety of appropriate sources.

**Please note:** *I may add readings and make other changes to the course structure and content as required to accommodate the emerging demands of the course and projects. Further, as the strategic growth analysis projects require, I may change other parts of the syllabus – on occasion including the reduction*

or elimination of a case discussion – to provide more time in class for project development or more attention to an emergent topic.

**In all email correspondence regarding this course, please make the subject line of the email: “MGV” your name subject” This will insure that your messages are prioritized in my inbox.**

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## LEARNING GOALS AND OBJECTIVES

1. To introduce you to applied concepts of entrepreneurship, focusing primarily but not solely on post-startup activities.
  2. For you to understand and choose whether and how to manage your social network toward having it support achievement of your goals.
  3. To allow you to gain hands-on experience in conducting a comprehensive analysis and venture development plan for a local venture.
  4. To improve your ability to construct a persuasive entrepreneurial tale for potential and current stakeholders.
  5. Max Weber, the greatest social theorist of all time, had the following to say about bureaucrats: “Specialists without spirit, sensualists without heart; this nullity imagines it has attained a level of civilization never before achieved.” He feared the “dark polar night” of “homogeneity” and “regimentation” that is part and parcel *especially* of well-run and efficient large organizations. We will understand and celebrate the characteristics of entrepreneurship in contradistinction to Weber’s nightmare vision.
  6. I plan to enjoy myself and suggest that you do the same.
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## 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](http://business.rutgers.edu/ai) for more details.

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## REQUIREMENTS AND GRADING

- A. Class participation, case discussions and cold-call: (10 points):**
- a. A great deal of learning in this course takes place through class discussion, and only by being prepared and participating can you fulfill your obligation to your colleagues. You are required to come to class every week, well prepared and willing to participate. I hope that you will come *eager* to participate. Please be aware that we do frequently “cold call” students, and will – for example – ask students to take the class systematically through the case analyses they have prepared for discussion. I will also frequently ask one or

more students to come to the front of the class and make an impromptu presentation, perhaps about the strategic growth project (see below), or perhaps about the readings.

Our approach is based on a firm belief that unmanaged shyness and passivity are detrimental to entrepreneurial and managerial performance, and a firmer belief that every student can make valuable contributions to class discussion. Nonetheless, class participation is generally the hardest component of this course for some students. Please note that a good class participation grade requires that you speak in class: “being prepared” and “showing up” are not enough.

The case... “is a text that provides information about a situation, without analyzing it. Students encounter the “facts” much in the same way as historical actors do – finding them messy, partial, and ambiguous. The job of the students, with the teacher, is to fashion solutions to the problem through a process of facilitated dialogue. The goals of the method include the development of critical thinking skills, learning through decision making and role playing situations, developing confidence in defining, confronting, analyzing and solving problems through interactive discussion, and exercising and developing skills in public speaking and group problem solving.” (John Foran, Footnotes, ASA, November 2002, p.8.)

- b. Life is full of choices, and it may be perfectly reasonable for you to choose to miss a class or to not prepare for class based on personal tradeoffs, but realize that your choice will have consequences. If you are unprepared, please let us know before the beginning of class. I won't call on you, and this will save us all some embarrassment. If you know you are going to miss a class, please let us know before class.
  
- c. A side note on class participation:
  - I already believe that each person in this course is intelligent and accomplished. Therefore, class participation is not an opportunity to convince me how smart you are through your ability to provide an answer to every question or to dominate your classmates
  - Instead, class participation is an opportunity to make high quality contributions to the discussion through sharing insights and understanding that are a result of your work with the assigned materials and your engagement with the ongoing discussion.
  - Good class participation builds on previous comments with reasoned critiques or extensions. Good participation does not ignore the flow of the ongoing discussion in order to make an unrelated point.
  - Good participation is grounded explicitly in the evidence at hand.
  - Good participation means listening respectfully to others' participation, even when you are trying to convince the others that they are wrong.
  - A large part of the value of participation in this course derives from others' feedback on your ideas. You must practice and display the skill of responding gracefully and

gratefully to criticism.

Please note: “class participation” may include occasional assignments around: “constructing and portraying entrepreneurial narratives.” The nature of these assignments and the structure of such narratives will be explained in class.

**B. Network Analysis: 20 points.**

You will conduct an analysis that examines your own social network and its utility for helping you to achieve your career and entrepreneurial goals. I will provide you with a network analysis instrument/worksheet to help you describe and diagnoses 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: six 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.

**C. Case Analysis – 15 points**

Each student is responsible for completing one (1) case analysis during the semester. Case papers are 2000-word analysis that put the student in the role of the decision maker. In general, a case analysis identifies the challenges and opportunities in the case, presents alternatives for dealing with these challenges and proposes an approach to addressing the challenge or opportunity. For this class *Amazon.com* will be used for the case study analysis. This case analysis is due the beginning of the class the week we discuss the case.

**D. Peer Team Evaluations: 5 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 requires two things: 1. Teammates who believe you are doing your share of the work, and 2. Actually turning in your own evaluation on time.

**E. Venture Strategic Growth Plans (30 points) and “presentation” (10 points):**

You will work in teams with area ventures. Each team will prepare a comprehensive strategic growth plan for the company with which it works. Be forewarned: creating this plan is a major and time-consuming project. You must start very early in the term 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. Though I will try to help you find businesses, you are responsible for finding and choosing a venture with which to work. 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, when possible, attempt to provide some time in class for teams to

meet, but teams must find other ways to work on the project together – i.e., in parallel, rather than just serially.

The Written Plan: 30 points

- a. The written document each group 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 will be well-written, compelling, and professional in appearance. It will 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 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.
- d. The Plan must be formally presented to the owner/management (see below).

Presentations: (10 points)

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

- a. In addition to the two formal presentation to the class listed below, I will 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 four 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” firm to send me an email evaluation during Week 6 of how you are doing and how the project is proceeding. A second, more formal “evaluation” is due from the client during Week 12.
- d. Within one week after this presentation, you must provide a final project presentation (and the written plan) to your client firm, 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 schedule your presentations to the client firms early in the term, for obvious reasons.
- e. I will discuss hints and “rules” for these presentations in class, 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. A memorandum of understanding about project scope and requirements signed by the head of the firm with which you are working.
2. Your client's (2) email synopses of their responses to your work and (1) acknowledgement of 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 any agreement, you agree, as indicated above, to be bound to confidentiality by your voluntary continued participation in this course.

**F. Leading Class Discussion: 10 points**

During each class session (beginning with Session 3), small groups of students will work together to provide insights from the readings for the week. They will present these insights in a 8-10 minute presentation in front of the class. We will discuss the details of this assignment in class.

Grading Summary:

A. Class participation, etc.:	10 points
B. Network analysis:	20 points
C. Case Analysis	15 points
D. Peer team evaluations	5 points
E. The Plan –	
a. Written:	30 points*
b. Presentations:	10 points*
F. <u>Leading Class Discussion</u>	<u>10 points*</u>
* indicates “group” points	100 points

**COURSE SCHEDULE**

	Main Topics	Readings and Cases	Due
<b>1</b>	Course Introduction, Syllabus Review; Strategic growth plans; the organizational landscape;		
<b>2</b>	Networks & Entrepreneurship; assignment overview	<ul style="list-style-type: none"> <li>• Uzzi, B., &amp; Dunlap, S. 2005. How to build your network. <i>Harvard Business Review</i>, 83(12), 53.</li> <li>• Gladwell, M. 1999. Six degrees of Lois Weisberg. <i>The New Yorker</i>, 74(41), 52-62.</li> <li>• <b>Case: Jerry Sanders, HBS case 9-498-021</b></li> </ul>	Team formation
<b>3</b>	Entrepreneurship under resource constraints; leverage; bootstrapping and	<ul style="list-style-type: none"> <li>• Baker, T., &amp; Nelson, R. E. 2005. Creating something from nothing: Resource construction</li> </ul>	

	bricolage; narrative construction	<p>through entrepreneurial bricolage. Administrative Science Quarterly, 50(3), 329-366</p> <ul style="list-style-type: none"> <li>• Gladwell, M. 2009. How David Beats Goliath. The New Yorker, 85(13), 40-49.</li> <li>• Bhide, A. 1992. Bootstrap finance: the art of start-ups. Harvard Business Review, 70(6), 109-117.</li> </ul>	<p>Bring “resourcefulness” story to tell</p> <p>Report on: “Making yourself useful”</p>
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4	Heterogeneous Motivations & Founder-Owner-Manager Identity	<ul style="list-style-type: none"> <li>• Powell, E. E. &amp; Baker, T. 2014. It’s what you make of it: Founder identity and enacting strategic responses to adversity. Academy of Management Journal, 57(5), 1406-1433.</li> <li>• Champniss, Wilson and MacDonald, 2015. Why your Customers’ Social Identities Matter. Harvard Business Review January-February.</li> <li>• Germak &amp; Robinson 2013. Exploring the Motivation of Nascent; Social Entrepreneurs, Journal of Social Entrepreneurship</li> <li>• <b>Case: Revolution Foods &amp; CPG, HBS Case Study</b></li> </ul>	<p>Who are you and who do you want to be?</p> <p>Team Memorandum of understanding</p>
5	Leverage/Private Financing/ Venture Capital Industry	<ul style="list-style-type: none"> <li>• Roberts, M. J., &amp; Barley, L. 2004. How venture capitalists evaluate potential venture opportunities. Case 9-805-019.</li> <li>• Project update discussion</li> </ul>	<p>Oral Project update</p> <p>Scope of Work Document (signed)</p>
6	Project Meetings & Possible Guest Speakers	<ul style="list-style-type: none"> <li>• Discussion of Networks</li> <li>• Project update discussion</li> </ul>	<p>Network assignment due</p>

7	Managing Growth – Structural Tools	<ul style="list-style-type: none"> <li>Nohria, N. 2004. Note on Organization Structure 9-491-083</li> <li><b>Case: Apex Corporation, HBS Case 9-941-082</b></li> </ul>	
8	Guest Speaker or Field Trip	<ul style="list-style-type: none"> <li>Structured assessment and assignment report</li> </ul>	Peer evaluation 1 Client evaluation 1
	NO CLASS–		

9	Managing Growth – Political Change	<ul style="list-style-type: none"> <li><b>Cases: Datavision A, HBS case 9-495-046 &amp; Datavision B, HBS case 9-495-047</b></li> </ul>	
10	Managing Growth – Strategic Change	<ul style="list-style-type: none"> <li>O'Reilly, C., &amp; Tushman, M. 2013. Organizational ambidexterity: Past, present and future. The Academy of Management Perspectives, 27(4), 324-338.</li> <li><b>Case: Amazon.com</b></li> </ul>	<b>Case Analysis of Amazon due</b>
11	Managing Growth –Going Global	<ul style="list-style-type: none"> <li>Karra and Phillips, 2004 “Entrepreneurship Goes Global”</li> <li><b>Case: Lincoln Electric, HBS case 9-398-095</b></li> </ul>	Draft presentation/plan due
12	Project Meetings	<ul style="list-style-type: none"> <li>Project Meetings</li> </ul>	Peer evaluation 2 Client evaluation 2
13	Lessons Learned from Managing the Growth Venture	<ul style="list-style-type: none"> <li>Guest Speaker or Field Trip</li> </ul>	
14		<ul style="list-style-type: none"> <li>FINAL PRESENTATIONS</li> </ul>	Written plan due
*		<ul style="list-style-type: none"> <li>Finals week</li> </ul>	Acknowledgement of final deliverables from Client.
		<ul style="list-style-type: none"> <li></li> </ul>	

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## 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](http://ods.rutgers.edu).

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

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

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

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

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