COURSE NUMBER: MGT4003

COURSE TITLE: Management of Growing Entrepreneurial Venture

COURSE DESCRIPTION: The course is intended to familiarize the students with the challenges and barriers faced by organizations on the path to growth.

PREREQUISITES: None

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LEARNING OBJECTIVES:
1. Understand the challenges faced by growing organizations.
2. Understand the barriers to growth in organizations.
3. Understand the strategies growing organizations employ to grow

READINGS & MATERIALS: We will be using the following cases during the semester. Most of the cases are available on EBSCO and should be downloaded by the students. Additional supporting reading material and articles will be provided during the semester.

GRADING: List what will be counted and percentages. For example:
- Case Analysis (30%),
- Final Paper (30%)
- Class participation/attendance (40%)

ASSIGNMENTS:
Case Analysis (30%): Students will work on reading, analyzing, and answering questions associated with cases in the text, or other exercises as assigned on the designated dates in the course schedule. The graded cases will be worth 15% each. These cases help bring facts, situations, and decision scenarios from companies and practicing managers, and provide the student with an array of learning experiences that help enhance the textbook and classroom learning. Also, these
assignments provide the student with valuable opportunities to build the decision-making skills, which are crucial for the student as an entrepreneur. No assignments will be accepted late. All assignments are due on the day listed on the syllabus at 12pm. The assignment must have a cover page with the following information: the assignment, student’s name, date, and course number. Also, the student should include reference page. Please cite all the relevant referenced work.

Final Paper (30%): Students (as part of a group) will write a paper summarizing their learning through the semester on the challenges and barriers to growth as well the strategies employed by organizations to overcome these barriers. Students will also identify an organization (not part of one of the cases discussed in class) as an example of barriers/challenges or strategies employed by organizations for growth. Students will be evaluated based on their thoroughness in including all the barriers, challenges and strategies used by the organizations. Students should cite all the referenced work. 20% of the grade will be based on the case write up. Another 10% of the grade will be based on the presentation.

Participation (40%): Students will be required to participate on a regular basis. The student will need to be prepared for each class session by reading the required material (Cases/articles) from the text (as assigned in the course schedule or announced in class) and by being prepared to participate in case discussions. Additionally, every student is required to submit one-page case summary at the beginning of the class each time we discuss a new case. Submission of case summaries will contribute towards 20% of the participation grade. Another 10% of the participation grade will be assigned based on class participation and preparedness in class. Finally, student teams will make a presentation with detailed overview about the firm each time we study a new case. 10% of the participation grade will be awarded based on this presentation. Please note that you are unable to participate if you are not present in class. Each student will be allowed one excused absence (please use it in case of emergencies). Any additional absence will have a detrimental effect on the participation grade.

Reading List: The articles may be downloaded from Library website, EBSCO. Additional articles relating to the cases will be provided be provided closer to the time. Students are encouraged to use additional resources to gather data related to the case.

1. Study Smart Tutors by Singh, Bailey and Ramani

ACADEMIC INTEGRITY: The code of academic integrity applies to all courses in the George Washington School of Business. Please become familiar with the code. All students are
expected to maintain the highest level of academic integrity throughout the course of the semester. Please note that acts of academic dishonesty during the course will be prosecuted and harsh penalties may be sought for such acts. Students are responsible for knowing what acts constitute academic dishonesty. The code may be found at: http://www.gwu.edu/~integrity/code.html

UNIVERSITY POLICIES: Religious Accommodation

Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: gwired.gwu.edu/dss/

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. counselingcenter.gwu.edu/
## Schedule of Topics, Readings and Problems

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<th>Topic(s) and readings</th>
<th>Assignment(s) Due</th>
<th>Reading/Case</th>
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<td>Week 2 / 1/21</td>
<td>Growth as an alternative</td>
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<td>Week 3 / 1/28</td>
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All written work, whether a paper, a case study analysis, a summary, or a short-answer essay, should exhibit the following characteristics. Although each characteristic refers to "the paper," the student may substitute with "the summary," "the test answer," or the name of any other written assignment.

Main Idea
The paper is focused, meets the expectations set up by the writer, and makes these expectations clear to the reader. The paper shows a clear sense of purpose.

Well-Organized
The paper is clearly developed; transitions are clear from sentence to sentence and paragraph to paragraph. In other words, the writer has not simply made a series of unrelated or vaguely related statements. Rather, each sentence and paragraph carries the reader closer to an understanding or appreciation of the writer’s goal.

Support
The writer provides specific, concrete and appropriate information from memory, observation, reading, interviewing or other sources. The paper is well developed with examples, details, illustrations, anecdotes or the like.

Style
Sentences are varied and word choices are accurate. There is an absence of “clutter” or “padding”. Phrasing is clear and direct. Tone is handled consistently; sentence length and word choices are appropriate to the audience and purpose of the piece.

Mechanics
Punctuation, grammar, spelling and aspects of format are handled correctly. The writer has prepared the paper carefully with attention to appearance and other details. Opening, closing and title are strong and contribute to the sense of purpose, focus and unity of the piece of writing.

Proofreading
Ask yourself the following questions:
- What is my major point?
- Have I supported generalizations, opinions and conclusions with specific examples?
- Have I avoided using unnecessary words and clichés?
- Have I proofread for spelling, punctuation and typographical errors?
- Have I used the grammar and spell-check program in my word processing software? Did I make the correct choices in accepting or rejecting the grammar and spelling suggestions?
Plagiarism

Plagiarism is the use of someone else’s idea, as a quote or paraphrase, without giving full credit to the source. It is an academic offense with serious consequences—unethical, unwise and also unnecessary.

Using A Source’s Words—You are plagiarizing if you use your source’s words without placing them in quotation marks even if you provide a parenthetical citation and include the reference (source) in your bibliography.

Using A Source’s Ideas—You are plagiarizing if you use your source’s ideas without providing parenthetical citation, even if you paraphrase and even if you include the reference (source) in your bibliography.

Using A Source’s Information—You are plagiarizing if you use your source’s information (including information in text, charts, diagrams, maps, footnotes, and so forth) without providing a parenthetical citation, even if you paraphrase and even if you include the reference (source) in your bibliography. (Owens, Web Page)

There is certainly no need to plagiarize, since you are allowed to use sources, provided that you acknowledge them. In fact, there is no advantage in it either; papers based on expert sources, fairly acknowledged, and are what is wanted. They are exactly what instructors are looking for. (Veit, p. 152)

Detailed information on how to avoid plagiarism, how to quote and paraphrase, and how to cite your sources fully and accurately can be found in any research handbook or guide to writing papers.

List of Works Cited
