

ET5133 MANAGING GROWING ENTERPRISES COURSE OUTLINE

Semester	1
Course Code	ET5133
Course Title	Managing Growing Enterprises
Pre-requisites	ET5131
No of AUs	3
Contact Hours	Lectures: 26 Business Case Studies: 4 Business Case Presentations: 7 External Speaker: 2

Course Aims

This course aims to relate theoretical concepts of strategy and organisation design with practical and execution issues in a growing enterprise context, and studies the key elements that propel scaling up as well as impede growth. Investors commonly look for sustainable and repeatable growth in an enterprise performance, and what differentiates a start-up from making it and falling by the wayside.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

- Outcome OT1: Formulate a view of a new product or service that might have potential as a viable business
- Outcome OT2: Develop an adaptive structure or organisation to grow and scale
- Outcome OT3: Develop a simple and friendly business plan to attract attention and capital
- Outcome OT4: Present a business idea with conviction

Course Content

- Drivers of Growth
- Decision Making – As A Team
- Business Model Canvas
- Exercise on Business Model Canvas
- Business Plan
- Overseas Expansion Strategies
- Accelerating Growth
- IPO & Alignment of Key Stakeholders

Assessment (includes both continuous and summative assessment)

Component	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Individual Class Participation	Competence, Communication,	20%	Individual	Appendix 1
2. Individual Write-Up	Analysis, Lateral thinking, Research	30%	Individual	Appendix 1
3. Business Plan	Finance, Strategy, Decision Making Communication	30%	Team	Appendix 2 & 2.1 (Peer assessment)
4. Business Plan	Written Communication	20%	Team	Appendix 2 & 2.1 (Peer assessment)

Submission related issues:

- i. Written Report Format: Times New Roman (min. 12 pts), Spacing 1.5, Margin 1-inch
- ii. Soft-copy in PDF or MS Word format to be uploaded into NTULearn in the course link found under 'Assignments' – maximum size 9.9 MB. Combine your entire Written Report into one PDF document which includes your cover page, declaration page (digital signature is acceptable), contents page, report as well as appendices
- iii. Name of file for Written Report
- iv. Name of file for Presentation Slides
- v. Note that there will be individual assessment during presentation and students are encouraged to participate

Additional Submission Requirement – Declaration Form

Self-appointed team leaders from each team are required to fill-in the NTC Declaration Form. The declaration form is to be included as the front cover page of the assignment. Any submission without the declaration form will be deemed as late and grades will be deducted accordingly.

Formative Feedback

Feedback will be provided in writing in response to their written submission. Ideas will be adjudged on its merit, impact and feasibility. The presentation will depend on the layout, the logic and overall ease of access.

Students will be encouraged to “find his voice” during the team and individual presentations. At the same time, sufficient time will be provided to promote discourse and clarification, and to collectively derive a higher level of abstraction and deeper level of conviction so as to persuade. It is envisaged that the classroom environment should be more accommodating to encourage confidence building.

Learning and Teaching Approach

Approach	How does this approach support students in achieving the learning outcomes?
Reading	Intensive study is required to break into the field of managing growth. Students needs to read deeply to formulate a broad view of what makes a company tick, and with that grasp of on-going challenges, deciding which direction to grow becomes more informed, disciplined and intuitive
Picking a specific topic of interest to write	We want to promote independent thinking and development of business judgment and linking to an area of direct interest to the student.
Team Case study	Students explore entrepreneurial ideas through peer-to-peer learning. Promotes intensive and authentic conversations about direction as well as gaps in understanding. The returns may not be immediate, but through group problem solving, students can become more effective in work groups in future.

Reading and References

Textbook:

By Bill Aulet, (First Edition) Disciplined Entrepreneurship: 24 Steps to a Successful Startup ISBN-13: 978-1118692288, Wiley

Author Bill Aulet is the managing director of the Martin Trust Center for MIT Entrepreneurship as well as a senior lecturer at the MIT Sloan School of Management

Reference

1. McKinsey Survey (Aug 2017) – *Mastering three strategies of Organic Growth.*

2. Blachman, A. (Sep 2018) - Cross-Border Business Is Becoming a Non-Negotiable. Are You Ready? Source: www.entrepreneur.com
3. Kuemmerle, W, *The Entrepreneur's Path to Global Expansion*, MIT Sloan Management Review Vol 46 (No.2), pp 42-49.
4. Skok, D – (2018) *Accelerate Your Start-up – It's Time to Floor It*. Source: <https://www.forentrepreneurs.com/accelerate-your-startup-spend-to-scale-the-business/>
5. Timmons, J. A. & Spinelli, S. *New Venture Creation – Entrepreneurship for the 21st Century*, New York: McGraw Hill/ Irwin.
6. **Organizations: behavior, structure, processes.** By James L. Gibson et al. McGraw-Hill Irwin, online resource (618 p).
7. **Human Resource Management : The Key Concepts.** By: Rowley, Chris. Hoboken : Taylor & Francis Ltd, online **resource** (321 p.)
8. Von Krogh, G. & Cusumano, M. A. (2001) *Three strategies for managing fast growth*, MIT Sloan Management Review Vol 42 (No.2), pp 53-61.
9. Alex Osterwalder & Yves Pigneurs (2010), *Business Model Generation*, Wiley.

Course Policies and Student Responsibilities

(1) General

Students are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. Students are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. Students are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to attend a quiz or midterm, you have to submit the original Medical Certificate (or another relevant document) to the administration to obtain official leave. In this case, the missed assessment component will not be counted towards the final grade. There are no make-up quizzes or make-up midterm.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, and collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email
Dr Kumaran			

Planned Schedule

Session	Outcome Alignment	Description
1	OT 1-4	Course Introduction <ul style="list-style-type: none"> • Overview of the course • Serving A Need & Issues faced in the growth stage • Choice of Individual Topic • Team Formation • Preparation of Business Plan
2	OT 1	Drivers of Growth <ul style="list-style-type: none"> • Market Demand & Concepts of Fulfilling the Need • Disruptive Offerings and market understanding, acceptance • Cost of Customer Acquisition & Channels • Talent
3	OT 2	Decision Making – As A Team <ul style="list-style-type: none"> • Formation of Management team - roles • Product Offering & development decisions • Sales & Marketing Investment decisions • Hiring decisions
4	OT 1 & 3	Business Model Canvas <ul style="list-style-type: none"> • The constituent components of the business model canvas • The impact of the components on business
5	OT 3	Exercise on Business Model Canvas
6	OT 3	Live Case Study and Dialogue with Practicing Entrepreneurs
7	OT 3	Business Plan I <ul style="list-style-type: none"> • Key elements • Assumptions and modelling • How fast to drive? Burn-rate versus growth • Financial metrics
8	OT 1,2,3	Overseas Expansion Strategies <ul style="list-style-type: none"> • Regional business operation • Regional marketing • Overseas sales channel / e-Commerce
9	OT 3	Business Plan Preparation - Teams
10	OT 4	Presentation of Business Plans – Teams
11	OT 4	Presentation of Cases of Accelerating Growth – Individuals
12	OT 1 & 2	IPO & Alignment of Key Stakeholders <ul style="list-style-type: none"> • What is an IPO? • Finance Performance • Recruitment, selection, hiring, retention and motivation of employees • Employee stock option scheme • Methods of compensation

Appendix 1: Assessment Criteria for INDIVIDUAL (50%)

Classroom discussion is vital to the learning process in this course. Each student is expected to contribute to class discussions and appropriate marks will be awarded continuously throughout the course on the basis of the quality of one's contribution. Assessment criteria will include demonstration of analytical capability, integrative thinking, and interpersonal and communication skills. Merely showing up for class does not constitute a contribution.

Excellent quality comments, remarks, and questions are those that move the discussion forward by:

- (1) revealing important issues;
- (2) making decisions and offering opinions that are well thought out and logical; and
- (3) debating or challenging your classmates without personal attack

INDIVIDUAL: 20% "Class Participation"			
Criteria	13% – 20%	8% – 12%	0% - 7%
Listening	Actively and respectfully listens to peers and instructor. Student incorporates or builds on the ideas of others.	Sometimes displays lack of interest in comments of others.	Projects lack of interest or disrespect for others, interrupts with no constructive & objective comments.
Preparation	Arrives fully prepared with all assignments and self-practices completed, and notes on reading, observations, questions.	Sometimes arrives unprepared or with only superficial preparation.	Exhibits little evidence of having read or thought about the course materials.
Level of Engagement, Contributions to Class	Proactively contributes to class by offering ideas and/or asks questions frequently and/or works consistently on group project the entire time. Comments are highly relevant and reflect understanding of course materials; stimulating idea creation	Often to seldom contributes to class by offering ideas and asking questions and/or works on group projects only some of the allotted time. Comments are sufficiently engaging.	Rarely or never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time. Comments are disengaged.

INDIVIDUAL: 30% "Study on Growth"					
Criteria	Far exceeds expectations	Exceeds expectations	Meets expectations	Below expectations	Far below expectations
(1) Entrepreneurial Impact of the Analysis (25%) Insights generated from individual study on any factor that drives growth or inhibits growth	21% - 25%	17% - 20%	11% - 16%	7% - 10%	0% - 6%
(2) Presentation (5%) Presentation is well articulated in a clear and confident manner. Pace is appropriate without speaking too fast nor too slow. Use of hand & body gestures to emphasise points.	5%	4%	3%	2%	0% - 1%

Appendix 2: Assessment Criteria for CASE PRESENTATION – TEAM (50%)

Presentation	:	(30%)
Written Submission	:	(20%)

Students will form groups and each group will be allocated a case study to research on. Guiding questions are provided that will serve as a framework for a thorough analysis, evaluation and finally a presentation of their fact-finding and recommendations.

Active contributions and individual responsibility for assigned tasks are crucial to the team's performance. There will be a peer assessment to encourage and promote teamwork, please see Appendix 2.1 for mechanism to reward team synergy and collaborative efforts.

TEAM: 50% "Business Plan"					
Criteria	Far exceed	Exceed	Meet	Below	Far below
(1) Overall Presentation Impact (10%) The business case level of attractiveness is assessed holistically. Enthusiasm and teamwork. Will the investor take a second closer look	9% - 10%	7% - 8%	5% - 6%	2% - 4%	0% - 1%
(2) Content – 10% (Breadth of Discussion) All issues related to the assigned case have been fully identified and explained. Points raised are relevant, clear, coherently linked and display thorough research and understanding.	9% - 10%	7% - 8%	5% - 6%	2% - 4%	0% - 1%
(3) Analysis – 10% (Depth of Discussion) All the various issues raised are well analysed and evaluated. Analysis presented is logical, well supported, evidenced and integrated with the company's strategy, business model, core competencies, regulatory setting, and competitive environment.	9% - 10%	7% - 8%	5% - 6%	2% - 4%	0% - 1%
(4) Written Submission (20%) Clarity of logic. Brevity, Formatting of content. Articulation of Deliverables.	18% - 20%	14% - 16%	10% - 12%	4% - 8%	0% - 2%

Appendix 2.1: Peer Evaluation for Group Assignment

Peer evaluation will be conducted after the oral presentation and submission of group assignment. You will be asked to evaluate each member of your team. You will use the following to evaluate your team members and yourself using the following scale:

- 1=Strongly Disagree;
- 2=Disagree;
- 3=Agree;
- 4 = Strongly Agree;

	YOURSELF	MEMBER 1	MEMBER 2	MEMBER N
Contributed the fair share of work				
TOTAL				

Your total score will be averaged based on the number of members in your team. If your average score is 75% and above, your score for the group assignment will be the same as your team score.

If your average score is above 50 but below 75%, your score for the group assignment will be your team score less 5 marks.

If your average score is 50% and below, your score for the group assignment will be your team score less 10 marks.