



## COURSE SYLLABUS **Entrepreneurial Growth, 7.5 credits**

### *Entrepreneurial Growth, 7,5 högskolepoäng*

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<b>Course Code:</b>	ENOR23	<b>Education Cycle:</b>	Second-cycle level
<b>Confirmed by:</b>	Council for Undergraduate and Masters Education Jan 4, 2013	<b>Disciplinary domain:</b>	Social sciences
<b>Revised by:</b>	Examiner Aug 26, 2015	<b>Subject group:</b>	FE1
<b>Valid From:</b>	Aug 22, 2016	<b>Specialised in:</b>	A1N
<b>Version:</b>	3	<b>Main field of study:</b>	Business Administration
<b>Reg number:</b>	IHH 2015/2770-313		

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### **Intended Learning Outcomes (ILO)**

The aim of the course is to familiarize students with the concept of entrepreneurial growth. Students will acquire knowledge on how to grow a business, resources needed for this, possible growth strategies and also how to recognize and manage challenges during entrepreneurial growth. Upon completion of the course the students will be able to:

#### Knowledge and understanding

1. Understand and explain growth processes in start-ups and existing firms;
2. Understand the drivers and motives for firm growth;

#### Skills and abilities

3. Predict and evaluate growing pains in firms;
4. Develop suggestions for how growth and its consequences can be handled;
5. Determine appropriate growth model(s);

#### Judgement and approach

6. Critically reflect and evaluate causes and consequences of entrepreneurial growth.

### **Contents**

For many entrepreneurs growth is the ultimate reward. Not only does growth provide a possible positive return for all money and time spent but it is also an important indicator that the products and services provided are appreciated in the market place. At the same time, growth creates new challenges that have to be met. In the growth and development of the new venture, both the firm and its founder(s) are likely to go through some considerable transitions. An established company cannot be managed in the same way as a very small start-up. In this course we focus on managerial issues during different phases of the new venture's expansion and transitions. Successful entrepreneurship requires more than luck and money. It is a process involving creativity, opportunity identification, resource acquisition, planning and management. The different modules of the course follow the entrepreneurial process of expanding a new venture.

### Type of instruction

The course is taught in an interactive way, in order to help students achieve the learning outcomes. The sessions will combine lectures by the teachers, moderated class-room discussions, joint group work and ad-hoc presentations during class. There are also a number of guest lectures that present their experiences of growth and the topic at hand.

The teaching is conducted in English.

### Prerequisites

Bachelor's degree in Business Administration (or the equivalent).

### Examination and grades

The course is graded A, B, C, D, E, FX or F.

Assessment is based on individual and group assignments as well as active participation in the sessions and seminars. In groups, students will be responsible for the course projects (35% of the course grade). Within the groups, individual performance will be assessed through peer review (5% of the course grade). Individually, each student writes three individual reflections (45% of course grade) and one individual report (15% of course grade). These assignments serve as a continuous evaluation of learning outcomes 1-6.

Registration of examination:

Name of the Test	Value	Grading
Examination <sup>1</sup>	7.5 credits	A/B/C/D/E/FX/F

<sup>1</sup> Determines the final grade of the course, which is issued only when all course units have been passed.

### Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, evaluators must be identified (elected) among the students. The course evaluation is carried out continuously as well as at the end of the course. On the completion of the course the course evaluators and course examiner discuss the course evaluation and possible improvements. A summary report is created and archived. The reports are followed up by program directors and discussed in program groups and with relevant others (depending on issue e.g. Associate Dean of Education, Associate Dean of faculty, Director of PhD Candidates, Dean and Director of Studies). The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluation.

### Other information

Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

### **Course literature**

#### Literature

Course compendium or selected readings of relevant articles for each aspect covered in the course. Students will be informed of the readings at the introduction of the course.