

## Syllabus

### Course description

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| <b>Course title</b>               | Scaling-up                                |
| <b>Course code</b>                | 25572                                     |
| <b>Scientific sector</b>          | SECS-P/08                                 |
| <b>Degree</b>                     | Master in Entrepreneurship and Innovation |
| <b>Semester and academic year</b> | 1st semester, a.y. 2024-25                |
| <b>Year</b>                       | 2nd study year                            |
| <b>Credits</b>                    | 6   |
| <b>Modular</b>                    | No  |

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| <b>Total lecturing hours</b> | 36   |
| <b>Total lab hours</b>       | Not foreseen   |
| <b>Total exercise hours</b>  | Not foreseen   |
| <b>Attendance</b>            | Suggested, but not required  |
| <b>Prerequisites</b>         | Not foreseen   |
| <b>Course page</b>           | <a href="#">Course Offering - enrolled from 2022 / Free University of Bozen-Bolzano (unibz.it)</a> |

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| <b>Specific educational objectives</b> | <p>The course refers to the typical educational activities chosen by the student and belongs to the scientific area of Business Administration.</p> <p>A venture that successfully navigated the start-up and survival phases of company development and has significant growth rates, turn-over and capital raised can be considered a scale-up. A scale-up generally aims to continue its development and expand its market, often with strong international ambitions. It is easy to agree that this growth phase brings many opportunities, but also challenges for the company, including setting strategies for sustained growth, evolving the organization, attracting, hiring and managing more employees, and accelerating cash flow.</p> <p>By exploring the what, how and why, this course provides a general overview of the characteristics, theories, chances, and challenges of scale-ups first step.</p> <p>In a second step, the course is designed for acquiring professional skills and knowledge. Following the idea of turning threats into opportunities, the course develops a practical understanding of managing the transition from a successful startup to a scale-up, thereby preventing existing bases for success and developing new ones. Given the multifaceted nature of company development, the course addresses managerial issues related to</p> |
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|  | <p>strategy, processes, technology, innovation, marketing, finance, leadership, and culture.</p> <p>The course combines three didactic approaches to convey the contents. Firstly, the essential knowledge is communicated via frontal teaching. Secondly, knowledge is discussed, reflected and deepened in oral discussions and case analyses. Finally, knowledge is applied and translated into applicable methods in a project work in groups.</p> |
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| <b>Lecturer</b>                          | Prof. Dr. Christoph Stöckmann<br><a href="https://www.unibz.it/en/faculties/economics-management/academic-staff/person/47446-christoph-stoeckmann">https://www.unibz.it/en/faculties/economics-management/academic-staff/person/47446-christoph-stoeckmann</a>  |
| <b>Scientific sector of the lecturer</b> | SECS-P/08   |
| <b>Teaching language</b>                 | English   |
| <b>Office hours</b>                      | please refer to the lecturer's web page   |
| <b>Lecturing assistant</b>               | Not foreseen  |
| <b>Teaching assistant</b>                | Not foreseen  |
| <b>Office hours</b>                      | 18  |
| <b>List of topics covered</b>            | <ul style="list-style-type: none"> <li>• Characteristics of scale-ups</li> <li>• Relevant theories in the context of scaling-up</li> <li>• Growth management and ambidexterity</li> <li>• Strategies for survival and growth</li> <li>• Organizing, timing &amp; execution</li> <li>• Methods &amp; tools</li> <li>• Keeping &amp; growing the team</li> <li>• Technology development &amp; market expansion</li> <li>• Accelerating cash flow &amp; driving profitability</li> </ul> |
| <b>Teaching format</b>                   | Frontal lectures, exercises, and team-based project work  |

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| <b>Learning outcomes</b> | <p>The following learning objectives will be met by the course:</p> <p><i>Knowledge and understanding:</i> The students grasp the most important and practice-relevant knowledge of companies in the scale-up phase and the ongoing transition and the associated chances and challenges. The students have a systematic understanding of this content, are able to integrate this knowledge and are familiar with the current state of research on the subject.</p> <p><i>Applying knowledge and understanding:</i> Students are able to put the knowledge of scale-ups into practice. They solve specific problems in managing scale-ups by</p> |
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|                          | <p>themselves and are able to develop and apply new and innovative solutions for overcoming challenges. In particular, they are able to develop a tailored plan for transforming a business.</p> <p><i>Making judgments:</i> The students can deal with the complexity of the challenges in managing scale-ups. They can assess company strategies in a qualified manner and reflect on them critically, also ethically.</p> <p><i>Communication skills:</i> Students will be able to communicate their knowledge of scale-ups to both lay and professional audiences. In doing so, they can logically and coherently weigh up, argue about, and explain their decisions.</p> <p><i>Learning skills:</i> Students know the most important sources of reliable and up-to-date knowledge on scale-ups. This enables them to learn new things independently and to consider the transition from a startup to a more mature company less as threat and more as an opportunity. The knowledge acquired in the course is organized in such a flexible way that they are able to link new contents and trends in this field to the existing knowledge and thus comprehend and apply them.</p> |
| <p><b>Assessment</b></p> | <p>For attending students: The achievement of the learning objectives is assessed through three outcome measures:</p> <ul style="list-style-type: none"> <li>• <b>Written exam (45%):</b> A written exam is designed to measure the knowledge of the contents and their deeper comprehension</li> <li>• <b>Project work (45%):</b> Students will directly apply the knowledge and skills learned to an given task (opportunity or challenge induced by facing the scale-up phase). The rigors of this team-based project work go beyond mere application of what has been learned and require the development of a new mix of activities, course prepared but now self-directed learning of tools and their application, and critical judgment of various approaches. The results presented (powerpoint-based).</li> <li>• <b>Class participation (10%):</b> Assessment of participation in class and accompanying project units will relate to oral and written (e.g., team discussions) contributions by students. This includes critical reflection, guided discussion, synthesis, and further development of course content.</li> </ul>  |

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|   | <p>For non-attending students: The achievement of the learning objectives is assessed through a single outcome measure:</p> <ul style="list-style-type: none"> <li>• Written exam (100%): A written exam is designed to measure both the knowledge of the contents and their deeper comprehension as well as the application of what has been learned.</li> </ul> <p><i>NOTE: Project work and classroom contributions are valid for 1 academic year and cannot be carried over beyond that time-frame.</i></p>   |
| <p><b>Assessment language</b></p>                                 | <p>English</p>  |
| <p><b>Evaluation criteria and criteria for awarding marks</b></p> | <p>For attending students: The final grade results from the addition of the following partial achievements (1) Written exam (45%), (2) Project work (45%), (3) Class participation (10%)</p> <p>The following evaluation criteria are essential for the assessment:</p> <ul style="list-style-type: none"> <li>• Correctness and reliability of the statements</li> <li>• Structure and clarity of the statements</li> <li>• Logic and coherence of the statements</li> <li>• Integration and interconnectedness of the learned content</li> <li>• Quality and extent of the research</li> <li>• Choice and application of the learned content</li> <li>• Quality, applicability, and innovativeness of the results</li> <li>• Activity and proactivity regarding the contributions</li> </ul> <p>For non-attending students: The final grade results from the (1) Written exam (100%).</p> <p>The following evaluation criteria are essential for the assessment:</p> <ul style="list-style-type: none"> <li>• Correctness and reliability of the statements</li> <li>• Structure and clarity of the statements</li> <li>• Logic and coherence of the statements</li> <li>• Integration and interconnectedness of the learned content</li> <li>• Choice and application of the learned content</li> <li>• Quality, applicability, and innovativeness of the results</li> </ul> |
| <p><b>Required readings</b></p>                                   | <p>Appelo, J. (2019): <i>Startup, Scaleup, Screwup: 42 Tools to Accelerate Lean and Agile Business Growth</i>. Hoboken : Wiley.</p>   |

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|                               | <p>Harnish, V. (2014): <i>Scaling Up: How a Few Companies Make It...and Why the Rest Don't</i>. Charleston : ForbesBooks.</p> <p>Ries, E. (2011): <i>The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses</i>. New York : Random House.</p> |
| <b>Supplementary readings</b> | Will be announced in class   |