

1231.3965– Scaling Up Ventures: Global Strategy & Growth Processes

First Semester –second half 2025/26



David Siegel is the recent CEO of Meetup, the largest platform for finding and building local community. He has had 2 exits over the last 6 years where he drove investor returns at the sale of 5x and 7x. He has over 25 years of experience as a technology executive leading organizations through innovative product development, rapid revenue growth and traffic acceleration. Prior to joining Meetup, David was CEO of Investopedia and before that, President of Seeking Alpha. David holds a BA in

Philosophy, Politics & Economics and an MBA from Wharton. He is a leadership professor at Columbia University where he teaches strategic planning and entrepreneurship. He was host of the podcast, [Keep Connected](#), a top 2% ranked global podcast, and author of [Decide & Conquer](#), a March 2022 Porchlight bestselling leadership book. He is the founder of the Israel Tech Mission which has brought over 200 tech executives to Israel, resulting in \$5 Million of investments and donations to Israel since 10/7. He now serves as a CEO coach, advisor or board member to over a dozen global tech companies.

Become my friend on: [linkedin.com/in/davidmsiegel](https://www.linkedin.com/in/davidmsiegel)

Section	Day	Hour	Lecturer	Email
01	Monday	18:45-21:30	Prof. David Siegel	dmsiegel@gmail.com

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Office Hours: By prior arrangement

Course Units

1 course unit = 4 ECTS

The ECTS (European Credit Transfer and Accumulation System) is a framework defined by the European Commission to allow for unified recognition of student academic achievements from different countries.

Course Description

The course setting: This course will provide **the analytical ability** and **practical skills** to build the right strategy, entrepreneurial operations, testing processes, fundraising and scale up culture for your organization. The class also focuses on entrepreneurship and is applicable for those who want to be founders but also those who want to work in an entrepreneurial fashion and drive innovation for a larger organization (intrapreneurship). There is a heavy emphasis on international growth and cross-border strategies to not only be a startup business but to be a great scale up business. There is a strong emphasis on navigating cross cultural differences by using case studies of global ventures, particularly those outside of tech. Students will

gain insights from practitioners, as well as build leadership skills such as managing diverse teams and fostering innovation within established organizations.

There is also a “choose our own adventure” segment in the beginning of each class where students will have an opportunity to select an aspect of entrepreneurship, they deem to be most critical, and the first part of every class will address that topic selected by students in the prior class. The professor has had exits of 5X and 7X for two major U.S.-based tech companies, and learning from him will set all students up for significant future career success.

Course Objectives

Upon course completion, you will know how to:

1. Understand the tradeoffs organizations must make to realize their mission.
2. Understand best practices in building new ventures.
3. Explore challenges confronting international expansion.
4. Understand frameworks for building organizational culture.
5. Evaluate whether intrapreneurship or entrepreneurship is right for you.
6. Learn how to persuade others to your viewpoint.
7. Understand the options available in your fundraising strategy.
8. Develop skills and confidence in speaking in large group settings.
- 9. Learn how debate and disagreement are the path toward successful ideation and execution.**

Note: Because this is a broad course, you will inevitably feel dissatisfied with the depth in which we review each topic. This is inevitable but great – since you will then delve further into topics of greatest interest in the future.

My personal objective is for this to be the most memorable and impactful class of your TAU degree. Nothing less than this. This will entail always being prepared and a willingness to take risks and have your voice heard.

Weight	Assignment	Date
72%	One Pager Analyses	We will have 7 individual assignments analyzing a case study or start-up leader/strategy model. 6 must be completed and 1 can be skipped. Each one-pager therefore accounts for 12% of your grade.
28%	In-class participation	Includes both showing up to every class and contributing meaningfully to class discussions, debates and negotiations.

Our focus is to complete consistent work and readings throughout the semester and not cram a significant amount of work into the end of the semester. For this reason, there is **no midterm, no final, and no final paper**. We’d rather you complete 1/6th of the work each week and not 80% of the work immediately before a midterm or final. To further reward consistency (and provide some flexibility), if you decide to submit 7 assignments and not skip one, the lowest grade out of the seven graded assignments will be dropped from the final average calculation. Because the class is only 7 weeks and will fly by, please complete all readings and make all efforts to not miss any class.

Course Assignments

Attendance & Participation: Each person brings a unique set of experiences, perspectives, and knowledge to the classroom. I encourage you to tap into this diverse pool of resources and benefit from it. Therefore, a portion of class time is dedicated to in-class discussions. Constructive contributions to class discussions and active listening are important class elements. It is therefore essential that you be prepared to participate actively in class. This means you must read the assigned material before the class session. Effective participation includes: (1) providing insightful questions and comments on concepts from lectures and readings; (2) sharing your experience or point of view with the class; (3) building on points raised by others; (4) clarifying issues; and (5) relating ongoing topics to previous class discussions. Please keep in mind that I will base your score on the quality of your comments and not their quantity.

Most of the learning in this class will take place in the classroom. The class discussion provides an opportunity to develop oral communication skills, to present your ideas concisely and persuasively, and to respond effectively to the comments of others. Students are expected to have finished all readings and other work assigned for each class period and to be able to offer informed and thoughtful comments in class discussion. Each member of the class should be fully conversant in the material—expect to be called on in class.

You should be able to outline the problems that readings address, describe the core points of the reading, and, most importantly, offer your analysis of the strengths and weaknesses of the reading's central argument. You should also strive to be a critical listener to the comments of your fellow students. If you disagree with what someone has said, speak up and explain how and why your viewpoint differs. Because attendance in this course is such an important part of the learning experience, much of the material we cover in class through lectures, discussion, and exercises cannot be made up through reading materials, and, therefore, the material is essentially lost.

Absence Policy and Participation Grade: Students are permitted one unexcused absence without direct penalty, but no participation points will be earned for that specific session. Since the participation grade is determined relative to the performance of the entire class, any absence, even if justified, may negatively impact your final score compared to your peers.

One Pager Exercises: The goal of these exercises is to facilitate critical thinking. The one-page point of view will be based on a specific set of 2-3 questions from the reading that will allow students to think critically about the designated case study, articles, or text assigned. Over the semester we will read small, but powerful sections of five books as described earlier. We will also discuss six case studies. These books and case studies are the course foundation, and you are expected to read and prepare for the class discussion carefully. In furtherance of that objective, you will write a one-page "point of view" on each assignment.

Please plan to use 11-point font. Feel free to 'play with the margins' and adapt the spacing to fit the one page. Your work should never be more than one page. Please upload your copy of the one page to Moodle to get credit for the assignment. Assignments that are turned in late will be graded down. You will have 1 "freebie" and may skip one of the 7 one-pager assignments. You are not however permitted to skip that class.

Typically (but not always) you will be asked two questions: (1) What is the most important learning, why, and what does that mean for you (2) What do you disagree with about what you have read and why? What alternative suggestion would you provide? Each 1-pager will get a 0 (not handed in), 1 (Check minus), 2 (Check), or 3 (Check Plus). Our teaching assistant, under my guidance, will be leading the tracking of class participation. The grading process is necessarily subjective and most - unless there is true excellence, or deficiency will get a Check. This will serve as the basis for 72% of your grade. This method has a direct impact on your final grade. All scores for each week are entered into a master spreadsheet and the

cumulative total score then represents 70% of your grade. Because there are 7 assignments, you will be asked to complete 6 of them and each one therefore counts for 12% of your grade.

Laptop use: When class is in session, students may use their laptop only as directed by the Professor. Students should avoid any activities such as checking email, accessing social networking sites, or completing other coursework that diminish their -- or their classmates' -- engagement with the instructional activity. You will not need your laptop to take notes. Classes are extremely detailed, and you will get more out of listening than typing.

Assignments

Guidelines for AI Use

1. **Ethics and Academic Integrity** :It is important to adhere to ethical standards and maintain academic integrity when using these tools.
2. **Reliance on Personal Understanding** :Do not overly rely on AI-generated content. AI tools may be used for information retrieval, data processing, creating initial drafts, and providing inspiration for writing. However, it is prohibited to use these tools to create entire sections of a project and present them as original work.
3. **Transparency and Disclosure** :Clearly indicate when and how AI tools were used, explaining how they contributed to the learning process. This should be done in a dedicated paragraph at the end of the project.
4. **Personal Responsibility** :Vague or inaccurate writing may result in grade reductions, especially when the content does not align with the course material.
5. **Copyright Compliance** :Do not upload protected files, such as articles distributed in class, instructor presentations, or other course materials, into AI tools without explicit permission from the instructor. Uploading such documents to AI tools constitutes a serious disciplinary offense, as it may expose the content to the internet and third-party companies without authorization.

Grading Policy

In the 2008/9 academic year the faculty instituted a grading policy for all graduate level courses that aims to maintain a certain level of the final course grade. Accordingly, this policy will be applied to this course's final grades.

Additional information regarding this policy can be found on the faculty website.

[Score Retention Policy](#)

Evaluation of the Course by Student

Students will participate in a teaching survey to evaluate the instructor and the course to provide feedback for the benefit of the students, the teachers, and the university.

Course Site (Moodle)

The course site is the primary tool to communicate messages and materials. You should check the course site regularly for information on classes, assignments, and exams. Course material will be available on the course site. Please note that topics not covered in the course material but discussed in class are considered part of the course.

Course Outline

Class #	Case Study	Reading	Assignments
Startup Introduction			
1	Uber case study (<u>read before first class</u>)	4 Short Blog entries (<u>read before class</u>). See required readings below.	
Strategy			
2	Ryannair Case Study A&B	The Hard Thing About Hard Things (Pages 19-71 of pdf)	One-Pager
Product			

Class #	Case Study	Reading	Assignments
3	Tesco Case Study	The Lean Startup (chapters 2-5)	One-Pager
Business			
4	Iridium Case Study	Running Lean (chapters 2-7)	One-Pager
Culture			
5	Fondeadora Case Study	How to Win Friends & Influence People (Part 2 only – all 6 parts)	One-Pager
Culture			
6	How to Write a Great Business Plan (Video Case Study)	Delivering Happiness	One-Pager
Summary			
7	Masters of Scale- Imperfect is the New Perfect	Startup best of best articles (one-pager) & Class Takeaways (one-pager)	One-Pager

Required Reading & Videos

Case Studies

1. Uber & the Sharing Economy: Global Market Expansion and Reception
2. Ryannair: Dogfight over Europe (A and B, not C)
3. Tesco PLC: Fresh and Easy in the United States
4. Leadership, Culture & Entrepreneurship at Lululemon
5. Fondeadora
6. Iridium Satellite Phone System: Lost in Space?

Books

1. Hsieh, Tony. **Delivering Happiness, A Path to Profits, Passion and Purpose**. Hachette Book Group, 2010. [ISBN 978-0-446-57622-2]. Note: There is a cartoon version of the book. Do not

get this.

2. Reis, Eric. **The Lean Startup**. Crown Business, 2011. [ISBN-10: 0307887898].
3. Horowitz, Ben, **The Hard Thing About Hard Things**. Harper Business, 2014. [ISBN-10: 0062273205].
4. Maurya, Ash, **Running Lean: Iterate from Plan A to a Plan That Works**. O'Reilly Media, 2012. [ISBN-10: 1449305172].
5. Carnegie, Dale. **How to Win Friends & Influence People**. Simon & Schuster, 1936. [ISBN-0-671-02703- 4].

Articles to read before First Class:

1. Practicing the Art of Pitchcraft by David Cowan, Bessemer Ventures (Read prior to first class)
2. How to NOT Write a Business Plan by David Cowan, Bessemer Ventures (Read prior to first class)
3. The Art of the Executive Summary by Guy Kawasaki, Garage Technology Ventures (Read prior to first class)
4. The 10/20/30 Rule of PowerPoint by Guy Kawasaki, Garage Technology Ventures (Read prior to first class)

Articles to prepare for Last Class:

1. The 5 Competitive Forces that Shape Strategy, Michael Porter, Harvard Business Review
2. Strategies for Learning from Failure, Amy C. Edmondson, Harvard Business Review
3. Givers Take All, Adam Grant, McKinsey Quarterly
4. Your Company Culture is Who you Hire, Fire and Promote, Dr. Cameron Sepah, World Positive