



MARKET ENTRY STRATEGIES

ENTP/MKT 6380.501

FALL 2014

Class Meeting Wednesday 7:00 – 9:45 PM, SOM 2.901 Final Exam case due at 5:00 PM on December 10 th Office Hours: Mon/Wed 3:00 – 3:45 PM or by appointment	Dr. Joseph C. Picken SOM 4.212 Email: jpicken@utdallas.edu Phone: (UTD office): (972) 883-4986
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COURSE OBJECTIVES:

One of the most critical challenges facing an entrepreneurial startup is the choice of an initial market entry strategy, a decision that involves multiple choices about marketing and strategy under conditions of high uncertainty. The range and choice of feasible market entry strategies is constrained by the stage of market development and the environmental context, and involves multiple decisions based on critical assumptions about customers, markets and competitors. Early validation of these key assumptions is an essential element of the strategic decision process.

Established firms in stable industries typically confront a limited set of choices – in all likelihood, the competitive landscape is reasonably well defined, market segments are known, distribution channels have been established, and the firm's competitive strengths and limitations are understood. Technology (*will it work?*) and market (*will they buy?*) risks have largely been addressed; competition and the firm's ability to execute are the principal areas of uncertainty. Marketing and strategic options are partially constrained by industry structures and prior choices.

Entrepreneurs competing in rapidly evolving competitive environments or established firms introducing new products or services into unfamiliar or emerging markets often face multiple unknowns (technology, market, competitive and execution risks). Entrenched competitors will jealously defend their turf; multiple new entrants will aggressively compete to establish next-generation technologies. Market definitions and customer requirements are often in a state of flux and customer confusion is high. The emerging industry may lack established technical standards, distribution channels and pricing models. New entrants frequently lack brand identity and name recognition, and often face severe resource constraints. Although classic marketing principles (product, positioning, pricing, promotion) still apply, the context is very different and the target is always moving.

Entrepreneurs are often faced with a “David and Goliath” challenge where the resources and legitimacy of incumbents and established business models create substantial entry barriers for challengers with limited resources and capabilities. This course will examine these critical market entry choices utilizing readings and case studies.

LEARNING OBJECTIVES

Upon successful completion of this course, students will:

- Understand the choices, strategic options and challenges that differentiate entrepreneurial marketing and strategy from conventional approaches with particular emphasis on the critical phase of initial market entry.
- Develop an understanding of the concepts, tools and theoretical frameworks used to analyze and interpret the competitive situations faced by entrepreneurial firms and to develop marketing plans and strategies to achieve successful market entry.
- Demonstrate the ability to apply the concepts, tools and frameworks presented in the readings and lectures to the analysis, interpretation and prioritization of entrepreneurial strategy and marketing issues presented in case studies.
- Demonstrate the ability to develop and communicate appropriate recommendations for action with respect to the entrepreneurial marketing issues and challenges presented in case studies.

REQUIRED COURSE MATERIALS:

- Christensen, C., & Raynor, M. 2003. *The Innovator's Solution*. Harvard Business School Publishing, Boston, MA ISBN 1-57851-852-0
- Schindehutte, M., Morris, M. and Pitt, L. 2009. *Rethinking Marketing: the Entrepreneurial Imperative*. Pearson Prentice Hall. Upper Saddle River, NJ. ISBN-10: 0-13-239389-1 (Paperback)
- Moore, Geoffrey A. 2002. *Crossing the Chasm: Marketing and Selling High-Tech Products to Mainstream Customers*. HarperBusiness. New York. ISBN 0-06-051712-3 (Paperback)

- **Electronic Readings:** Download **eJournals** (Harvard Business Review and other articles) as required. The **eJournals** are available for download at no charge on the UTD McDermott Library website (<http://www.utdallas.edu/library/collections/journals.htm>). Teaching notes and other readings are posted on eLearning/Course Materials (see ASSIGNMENTS below).
- **Course Pack:** Cases and selected readings are available directly from Harvard Business School Publishing @ \$3.95 per copy: <https://cb.hbsp.harvard.edu/cbmp/access/27578084>.

SUPPLEMENTAL READING (If you would like to explore some of these ideas in more depth)

- Ries, E. *The Lean Startup*. 2011. Crown Business/Random House, Inc. New York, NY. ISBN 978-0-307-88789-4
- Furr, N. and Ahlstrom, P. 2011. *Nail It Then Scale It*. ISBN 0-983-72360-5
- Osterwalder, A. and Y. Pigneur. 2010. *Business Model Generation*. John Wiley & Sons. Hoboken, NJ. (\$34.95) ISBN 978-0470-87641-1

SELF INTRODUCTION

Each student should post a Self-Introduction on eLearning (Self Introduction on the eLearning menu) prior to the first class. Guidelines are provided on the eLearning Self Introduction page. This information will be used to set up my gradebook and assist in the formation of groups for the course.

FORMATION OF GROUPS

Much of the work in this course will be performed in groups. Students should form small groups (4-5 members) during the first two weeks of the course. It is important that you include a diverse set of skills and make sure that at least one member is proficient in accounting and spreadsheet analysis. A list of the members of each group (with name, email and telephone contact information) should be emailed or turned into the instructor prior to the beginning of class on **September 3rd**.

LECTURE NOTES

The MS Powerpoint slides used in lectures and case discussions and other course-related materials will be posted on eLearning (<https://elearning.utdallas.edu/webct/>) under course ID ENTP 6380. You should be able to access eLearning with your UTD NetID and password. Call computer services at (972) 883-2911 if you need assistance.

COURSE REQUIREMENTS & GRADING:

The list of assigned readings and cases is attached. Discussion questions are provided for each of the cases. Supplemental materials may be provided or posted electronically. Advance preparation and enthusiastic participation in class discussions is an important part of the learning experience in this course and will be evaluated.

The course has been designed to allow flexible management of your time. There will be no quizzes or exams. Your grade will be based on group and individual written assignments and your contributions to class discussions. These assignments, their due dates and page length guidelines, and their relative weights in determining your final grade are summarized in the table below:

Case	Due Date	Type	Length (pages)	Weight
WA-1. Aravind Eye Care System	Sept 10, 2014	Individual (outline form)	6-8	10%
WA-2. CardioThoracic Systems	Sept 24, 2014	Group (outline form)	6-8	12.5%
WA-3. IdeaForge	Oct 8, 2014	Group (outline form)	6-8	12.5%
WA-4. The Ford Fiesta	Oct 22, 2014	Group (outline form)	6-8	12.5%
WA-5. Disruptive Technology: Ecton	Nov 19, 2014	Group (outline form)	6-8	12.5%
WA-6. Wild Card Presentation (sessions 04, 06, 08, 10, 11, 13, 14)	As assigned	Group (outline form) + Presentation	6-8	15%
WA-7. Lenovo: Countering the Dell Challenge	Dec 10, 2014	Individual (outline form)	10-12	15%
Class Participation		Individual		10%
Overall Course Grade				100%

Wild Card Assignment. Each team will be responsible for one wild card assignment, worth 15% of your grade:

- **Written Assignment.** Prepare an outline form paper in response to each of the assigned case questions. See GUIDELINES FOR WRITTEN ASSIGNMENTS.
- **Presentation and Class Discussion.** The team will be responsible for leading the class discussion of the assigned case. Prepare a deck of powerpoint slides to frame the class discussion. Your first slide should introduce the case and identify the

key issues to be addressed (a detailed summary of the case is neither necessary nor appropriate – you should assume that everyone in the class is familiar with the case). The remainder of the presentation should proceed to address each of the case questions in turn (two or three slides posing questions to stimulate discussion of the case question, along with one slide to present your team's analysis and response to the case question). Feel free to call on your classmates to answer specific questions about the cases or readings. Be alert to different points of view and use these as a point of departure for further discussion. Your performance will be evaluated based on your ability to engage the class and stimulate meaningful discussion about the case or the readings. You will have 45-60 minutes for this portion of the assignment.

- **Deliverables.** Submit both your written response (MS Word Format) and your presentation materials (MS Powerpoint format) to the eLearning dropbox prior to 5:00 PM on the day of the scheduled class.

Peer Evaluation. A peer evaluation process will be utilized to adjust individual grades on all group assignments.. Complete the peer evaluation form (located in the Course Materials folder on eLearning), put your name at the bottom of the form and submit to the eLearning dropbox by 7:00 PM on [December 3rd](#).

Class Participation. Ten percent (10%) of your grade will be based on the quality of your preparation and active participation in case discussions, which will be evaluated during each class session. Participation during Wild Card Presentations will carry three times the weight of other classes. From time to time, it may be necessary to miss a class due to illness or personal business. Please let me know in advance. Keep in mind that written assignments must be emailed by the due date, regardless. If attendance or participation become an issue, your grade will be impacted.

GUIDELINES FOR WRITTEN ASSIGNMENTS

Due Dates. Individual and group written assignments will be due prior to the beginning of class on the date assigned (submit to the designated eLearning dropbox). Wild Card assignments and the final (WA#8) will be due at 5:00 PM. Individual late papers submitted at or before the next class session following the due date will be graded, but 10 points will be deducted from the grade. Late papers submitted at or before the second class session following the due date will be graded, but 20 points will be deducted from the grade. Late papers not received by the beginning of the second class session following the due date will receive a zero. No late paper flexibility is available for group assignments. Consideration may be given for extenuating circumstances with written notification prior to the due date/time for the assignment.

Format. Your name (or the group identification and names of all group members) the course number and the date should appear in a header at the beginning of each page of the document. The body of each written assignment should comply with the page length guidelines specified for the assignment. The use of charts and exhibits is encouraged, to the extent that they help you make your points. Charts and exhibits should be numbered and appropriately referenced in the document. A list of references should be attached as required. Cover pages, charts or exhibits, and lists of references are not included in the page count. The manuscript should use 11-12 point type, double-spaced, with 1" margins all around. Appropriate titles and section headings should be used. Number the pages and staple in the upper left corner. Binders and report covers are neither necessary or desired.

Presentation Format. Use MS Powerpoint. Keep it simple (no videos, sound effects, etc.) Limit animation to that required for an effective presentation. Provide electronic copy to instructor no later than 5:00 PM on due date. Attach a hard copy of your slides to your paper (six slides per page is fine).

Outline Form Response. The assignments specify an outline form response. I will expect a statement of the question followed by a bulleted or numbered list of the key items in your response. A format example is posted in the Course Materials folder on eLearning.

Electronic Submissions. Assignments should be submitted to the proper eLearning Assignment Dropbox. The file name should identify the course, assignment number and your name or group ID. For example, "ENTP 6380_2_JSmith.doc" would identify John Smith's written assignment 2; "ENTP 6380_3_Group B.doc" would identify Group B's written assignment 3.

Effective written and oral communications are critically important in the business world. It is equally important that students "put their best foot forward" in classroom presentations and written assignments. Poor organization, convoluted sentence structures, mangled grammar and misspelled words have no place in effective communications, and will be considered in the evaluation of your work and ideas.

CASE ANALYSIS GUIDELINES

Written assignments will often require the analysis of case situations. Preparation for class discussions will also frequently require the analysis of a case situation. Case analysis assignments are generally designed to evaluate and develop your skills in:

- identifying key organizational issues (decisions or actions required in a given situation).
- analyzing the situation (identifying problems; understanding the underlying causal factors; and identifying and evaluating options)
- recommending specific actions (what should be done, by whom, when and in what sequence) to address the key issues.

Specific questions have been provided for each case to focus your analysis. In general, there are no "right" or "wrong" answers for a specific case – different approaches and insights are possible, depending on your individual perspective and approach. Regardless of your approach and conclusions, I expect you to make recommendations that: (1) address the identified issues; (2) follow logically from your analysis and conclusions; and (3) make sense (are feasible) in the context of the case situation.

UNIVERSITY POLICIES

Technical Support. If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Off-campus Instruction and Course Activities. Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course: none.

Student Conduct & Discipline. The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, *A to Z Guide*, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>. A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity. The faculty and administration of the School of Management expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success.

The Judicial Affairs website lists examples of academic dishonesty at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>. Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:

- Individual Written Assignments – Zero for the assignment
- Group Written Assignments and Presentations – Zero for the assignment for all group members

These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student's Office. In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record. Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA. The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

Copyright Notice. The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-L3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

Email Use. The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.

Withdrawal from Class. The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures. Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy. As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the

subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services. The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)
disabilityservice@utdallas.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days. The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

DISCUSSION QUESTIONS FOR CASE ANALYSIS

The following discussion questions are provided to help you complete a structured analysis focusing on the key issues in each case. It is important, in written assignments, to address each of these points.

S03 – WA#1 - Aravind Eye Care System (Ivey W111212)

1. The Aravind Eye Care System has established a highly integrated and (by Western standards) highly efficient organization and processes for the delivery of eye care services in a very large, but relatively undeveloped market. Over 34 years, Aravind has built an integrated network of hospitals, clinics, manufacturers and support services delivering a broad range of products and services to both urban and rural populations. Describe the industry ecosystem (as largely created by Aravind) for the delivery of eye-care services in India following the approach outlined in the lecture slides for Session 03.
2. Consider each stage of Aravind's industry value chain as if it were a separate entity. Following Adner, identify the interdependencies and integration issues inherent in the ecosystem. To what extent does the common ownership and vertical integration of Aravind's organization mitigate the risks involved? To what extent does the common ownership and vertical integration add complexity, risk and interdependence to the ecosystem?
3. Although Aravind is an established player in the Indian market, in reality they address only a minor share, (treating only a few hundred thousand patients each year out of an estimated total available market of about 139 million people). Assume that your organization is a major player in global eye care, providing a range of services similar to those provided by Aravind and is considering entering the Indian market. What are the principal issues and barriers to entry (considering both the inherent characteristics of the market and Aravind's established position) that must be overcome? Which of the five industry forces (Porter) would work in your favor; which would represent barriers? Chakravorti would argue that Aravind's vertically integrated structure comprises a highly networked market ecosystem. To what extent does the integrated nature of Aravind's operations create additional barriers to entry for an outsider?
4. Your CEO has tasked you to develop a plan and strategy to enter the Indian market and establish a viable competitive position vs. Aravind. Consider the entrepreneurial business strategies outlined in the *Teaching Note: A Typology of Entrepreneurial Business Strategies*. Does it make sense for your firm to: (a) replicate or improve upon Aravind's vertically integrated strategy (creative imitation) to compete head-on for market share; (b) come up with an entirely new approach (entrepreneurial judo) to deliver equivalent services to the same target market; (c) utilize disruptive innovation (see *The Innovator's Solution*) to challenge the market leader; or, (d) target a specific niche, serving a limited segment of the market or specializing in selected elements of the industry value chain? Consider the pros and cons of each alternative. Outline your strategy and approach to address the barriers to entry, establish an initial market position, and ultimately challenge Aravind's vertically integrated business model.

S04 – WC#1 - Scott Cook and Intuit (HBS 9-396-282)

1. How did Cook and Proulx define the “job to be done” as they developed the original version of *Quicken*? How did this understanding of the customer’s needs differ from the approach taken by competitors? What were Cook’s key assumptions and hypotheses about: (a) customer needs and desired solutions; and, (b) the most effective way to reach the target customer (demand creation and buying process)? How did they validate these assumptions? What did they do right? What went wrong?
2. Consider the impact of the *status quo bias* (see *Customer Discovery & Validation*) on new product adoption for two groups of potential consumers: (a) those already using a competing personal finance software solution; and (b) those using a traditional manual checkbook. What benefits did each group of consumers realize in adopting the *Quicken* solution? What behavioral changes were required? What tradeoffs were demanded by the innovation? How significant were the switching costs?
3. The case identified three key cornerstones of Intuit’s strategy. How did each contribute to the effective delivery of the “job to be done” for their target customer? How important has Intuit’s unique relationship to customers been to the success of its strategy? Has it contributed to the development of a sustainable competitive advantage?
4. Consider Intuit’s approach to marketing research in light of the recommendations contained in *Customer Discovery and Validation*. Which techniques did they successfully employ? What approaches did they not utilize? What recommendations would you make to improve their approach?

S05 – WA#2 - CardioThoracic Systems (HBS 9-899-281)

1. Evaluate the opportunity for CardioThoracic’s first generation system using the Ten Rules of Thumb for Attractive Opportunities (*Schindehutte et al* Table 5-1). Was it a good opportunity? Did the product create significant value? For whom? Where does it fall short? Would the product’s evolution from the first to the third generation change your evaluation? How?
2. Who is the primary target customer for the CTS system? Who are the decision-makers, influencers, payers? Consider Gourville’s ideas (*Eager Sellers – Stony Buyers*) as you analyze each of the players in the industry’s value web. What are their priorities? What are their concerns? Does the CTS system create value for each of the affected players? Who would be most interested in the product’s benefits and cost savings (surgeons, patients, hospital administrators, third party payers)? Who will ultimately benefit? Who may be threatened? Who has the most at risk?
3. Use the *Template - Buyer Utility Map* (see *Teaching Note – Introducing the Buyer Utility Map*) to demonstrate how CardioThoracic creates value for: (a) the surgeon; (b) the hospital; and, (c) the patient (create separate maps for each).
4. Identify the key elements of value creation (customer “care-about”) for CardioThoracic’s primary target customer (see *Business Marketing: Understand What Customers Value*). Use the *Template - Value Curve Analysis* to compare the CTS system, Heartport’s offering and the conventional CABG procedure with respect to each of these key elements of value creation. (see *Teaching Note: Introducing the Value Curve*).
5. It is not clear that all of the competitors (including CTS) offer a complete whole product solution. Evaluate the pros and cons of a partnering strategy (CTS with a major medical device company) to gain access to their credibility, brand image and marketing clout. Which elements of the whole product (Moore: *Crossing the Chasm*) would the partner provide?

S06 – WC#2 - Amazon.com – 2002 (HBS 9-803-098)

1. Consider Amazon’s business model and its evolution over time (use *Schindehutte et al*, Ch 7 and Table 7-1 as the framework for your analysis). Address each of the components and questions from Table 7-1. Prepare a table in the format of Table 7-2. Discuss the evolution of the business model over time.
2. Use the Business Model Canvas Template (*eLearning Course Materials*) (see also the *Teaching Note: Introducing the Business Model Canvas* and *Hypothesis-Driven Entrepreneurship: The Lean Startup*) to describe the evolution of Amazon’s business model over time:
 - a. Use the BMC Template to describe the Retail Model (use black type)
 - b. Copy the template from (a) above and modify it to show how Amazon’s business model changed as it evolved into the Marketplace Model (use “strikethrough” to delete elements and red type to add new elements)
 - c. Copy the template from (b) above and modify it to show how Amazon’s business model changed again as it evolved into the Single Store Model (use “strikethrough” to delete elements and blue type to add new elements)
3. Consider Amazon’s strategy and business model implementation in light of Porter’s *Strategy and the Internet*. How does Amazon blend the ideas and principles of both the “old economy” and “new economy” in the implementation of a successful business strategy? Has Amazon built a sustainable competitive advantage in the markets in which it competes?
4. Does Amazon’s Single Store model represent a significant change in strategy or merely an augmentation of the Retail and Marketplace models? Does it address a different set of customers? What elements of Amazon’s historical business model had to change to successfully implement this approach? What challenges did it raise for Amazon’s management team?

S07 – WA#3 – ideaForge: Mechanical Charger (Ivey W12169)

1. Stark and Stewart (*Why Your Idea Isn’t Worth Anything*) pose ten questions that they use to evaluate entrepreneurial business ideas. Put yourself in Ankit Mehta’s shoes and address each question as you believe he would answer them. Are there significant “holes” in ideaForge’s current understanding of the market and business opportunity? What are they? What additional information and/or analysis would be required to address them?
2. Identify the key assumptions implicit in ideaForge’s business model and understanding of the market opportunity (see *Teaching Note: Identification and Validation of Assumptions*). What did ideaForge learn from its initial market research efforts and its analysis of the competitive landscape (consider the information provided in the exhibits)? Which assumptions have been

validated? What additional information is required to validate their assumptions and frame a viable approach to the market?

3. It appears that ideaForge is following the “just do it” approach (*Hypothesis Driven Entrepreneurship* – Appendix A). Based on the ideas and recommendations contained in the *Teaching Note* and *Hypothesis Driven Entrepreneurship*, outline a set of falsifiable business model hypotheses and MVP tests to confirm the viability of ideaForge’s current approach to the market.
4. Following the methodology set forth in *Discovery Driven Planning* create a reverse income statement, lay out the required activities, and identify the implicit assumptions in your analysis. Assume that a cumulative market penetration of 2.5% of cell phone users (5 million units) within five years represents a reasonable goal for market penetration, and that a pretax profit margin of 15% would be acceptable to investors. Assume a gross profit margin of 50% (see Exhibit 3) and a strategy of selling through distribution (distributor discount of 30%). Is there a viable business opportunity here? What are your key assumptions?
5. What recommendations would you make to the ideaForge team based on your analysis and response to the preceding questions? Should they modify their approach to the market? How? Why?

S08 – WC#3 - Warner-Lambert Ireland: Niconil (HBS 9-593-008)

1. Schindehutte (Figure 7-1) would consider the Niconil patch a “core product”. What other elements are required to deliver the “complete (communicated) product”? Can the delivery of the complete product be controlled by Warner-Lambert Ireland (WLI)? What issues are raised? Who else is involved? Are the incentives of the other parties aligned with those of WLI?
2. Use the value curve framework (see Kim & Mauborgne’s *Value Innovation*, the *Teaching Note: Introducing the Value Curve* and the *Value Curve Template* in *eLearning Course Materials*) to compare the offerings of Niconil (with and without the support program), Nicorette and Nicobrevin (the key to a meaningful analysis is the selection of appropriate bases for comparison. Consider the factors most important to the consumer.) Plot all four value curves on a single exhibit for comparison. Describe and discuss your observations. What do you conclude from your analysis?
3. Pricing appears to be a major issue. How would you price Niconil (consider consumer expectations, cost and margin goals, competitive benchmarks, the substitution cost of continuing to smoke, and other factors in your analysis)? How important do you think the support package is to the ultimate success of Niconil? How would you price and deliver that package? What opportunities or constraints are created by the separate delivery and pricing of the support package?
4. Create a positioning statement for Niconil (following the ideas of Bell, Moore & Helstein, and *Crossing the Chasm*, pp 152-156). Analyze the company’s position relative to its principal competitors in terms of points of parity, points of difference and points of contention (*Anderson et al*). Prepare a resonating focus value proposition for the target customer comparing Niconil to the alternative of doing nothing.

S09 – WA#4 – The Ford Fiesta (HBS 9-511-117)

1. The Fiesta Movement appears similar in its design to the “Web 2.0 Interactive (Inbound) Marketing” model described in the lecture slides (S09) The company, mission control, agents, missions, test drives and consumers all played key roles, as well as a number of social networking platforms, including YouTube, Facebook, Twitter, Flickr, and various blogging sites. Prepare a network diagram that identifies the key players and summarizes the information flows, content, controls, etc. that comprise the structure of the campaign.
2. Briefly summarize the objectives of the campaign (see pp 5-6 and Exhibit 6 of the case). View at least three of the mission videos available on YouTube (search for “the Fiesta Movement”). Summarize the theme and content of each and evaluate how effectively each video contributed to the objectives of the campaign. Would these videos have stimulated your interest in taking a test drive and/or ultimately purchasing a Fiesta?
3. How did The Fiesta Movement challenge the conventions of the traditional approach to marketing in the automobile industry? What elements were different? What were the same? Summarize your conclusions in a table. Among the factors that might be considered are objectives, target customers, message content, message format, channels, performance metrics, etc.
4. Earlier campaigns by Pontiac and Chevrolet resulted in some unintended (and undesirable) outcomes. What controls did the Fiesta team impose to minimize the risks of adverse outcomes (refer back to your response to the second question)? How effective were these measures? At the end of the case, it was suggested that some of these controls should be relaxed. What would you recommend? Why?
5. Determining the effectiveness of the campaign was proving to be a challenge. The desired ultimate outcome (purchase) could not be measured. Evaluate the performance measures used by the Fiesta team. Were they measuring the right things? What other measure would you suggest? Bottom line, how effective was the campaign in accomplishing its objectives (see question #2 above)?

S10 – WC#4 – Tata Nano – The People’s Car

1. Kim & Mauborgne, in *Blue Ocean Strategy*, challenge firms to (a) create uncontested market space; (b) make the competition irrelevant; (c) create and capture new demand; (d) break the value/cost tradeoff; and (e) align the whole system of a company’s activities in the pursuit of differentiation and low cost. Describe and discuss how the Tata Nano project exemplified each of these prescriptions.
2. Prahalad and Mashelkar, in *Innovation’s Holy Grail*, argue that “affordability and sustainability, not premium pricing and abundance, should drive innovation today.” They argue that getting innovation right requires that companies: (a) develop a deep commitment to serving the unserved; (b) articulate and embrace a clear vision; (c) set very ambitious goals to foster an entrepreneurial spirit; (d) accept that constraints will always exist and creatively operate within them; and, (e) focus on people, not just shareholder wealth and profits. Describe and discuss how effectively the Tata Nano project followed these prescriptions.

3. *The Innovator's Solution* describes two kinds of disruptive innovation: (a) low-end disruption and (b) new-market disruption. Does the Tata Nano represent a disruptive technology? Of what type? Is it possible that it could represent both? Which incumbent companies or industries are being disrupted? How are the disrupted competitors likely to react? How do you think the strategy will play out over time?
4. Tata Motors was India's largest automobile company at the time it initiated the Nano project. It appears from the case that the decision to launch the project (and ultimately introduce the Nano) was largely intuitive, rather than based on extensive market research. If you were a consultant to the initial team of five engineers and understood the approach outlined in *Customer Discovery and Validation for Entrepreneurs* and *Hypothesis-Driven Entrepreneurship*, what questions would you have posed and what recommendations would you have made for validating the key assumptions implicit in the Tata Nano project? Would the successful launch of the Tata Ace in 2005 have provided useful input? How?

S11 – WC#5 - TiVo (HBS 9-501-038)

1. What is TiVo's target market? Who is the customer? How did TiVo perceive the customer's problem (job to be done)? Did the target customer feel an urgent need to solve the same problem? What solutions were currently available? What tradeoffs would be required to implement TiVo's solution?
2. Use the Buyer Utility Map (see *Teaching Note: Introducing the Buyer Utility Map* and the *Template - Buyer Utility Map (eLearning Course Materials)*) to demonstrate how TiVo created value for the target customer. Was the value proposition compelling (did the customer agree, did the customer care)? Why or why not? What behavioral changes would be necessary for the customer to utilize the service as TiVo intended? What tradeoffs were required?
3. How should Barton and Ramsay have validated their business concept prior to launch (following the ideas contained in *Customer Discovery and Validation for Entrepreneurs* and *Hypothesis-Driven Entrepreneurship*)? Frame a set of hypotheses to be used to validate the understanding of the customer's problem, the proposed solution, and the demand creation and buying process. Identify a *minimum viable product* (MVP) that could be used to test each hypothesis. How would you design the experiment?
4. Evaluate TiVo's market entry strategy in light of Moore's ideas in *Crossing the Chasm* and *In the Bowling Alley*. The early adopters appeared to be enthusiastic, but the market penetration was disappointing. Did their reliance on partners make sense? Was it the most effective approach? What recommendations would you make?
5. At the end of the case, TiVo's management concluded that the disappointing results in the marketplace were attributable to three factors: retail execution, pricing, and awareness. How would you recommend that they address each of these problems? Frame a set of hypotheses (following *Customer Discovery* and *Hypothesis-Driven Entrepreneurship*) and design a research program to evaluate each of your recommendations prior to implementation.

S12 – WC#6 – The Browser Wars 1994-1998 (HBS 9-798-094)

1. The first-mover in the browser market was Mosaic, which was quickly eclipsed by Netscape, which was ultimately bested by Microsoft. Trace the evolution of the strategy of "creative imitation" (see *A Typology of Entrepreneurial Business Strategies*) in the drive to market leadership during the period 1993-1997.
2. Use value curves (*Teaching Note: Introducing the Value Curve* and *Template - Value Curve Analysis (eLearning Course Materials)*) to evaluate the product offerings and market strategies of Mosaic, Netscape and Microsoft. Explain the choice of parameters used for your comparisons as you:
 - a. Plot the "value curve" for Netscape vs. that of Mosaic to illustrate how Netscape created new value for its customers.
 - b. Plot the "value curve" for Microsoft's Internet Explorer vs. that of Netscape to illustrate how Microsoft changed the basis of competition in the Browser wars.
3. Explain and interpret your plots based on the ideas about extending the value curve contained in *Value Innovation* (S05). How did each market leader, in turn, create competitive advantage? How did the successor negate those advantages and create a new "value curve" for the industry?
4. Discuss the ongoing battle between Netscape and Microsoft in the context of the "do's" and "don'ts" and the key principles of *Judo Strategy* discussed in the readings. What additional insights (beyond those identified above) were you able to develop?
5. Late in the battle, Netscape posted its source code on a public Web site, in an effort to enlist customers and other developers in the technology battle. Interpret this move in the context of the ideas contained in *Judo Strategy*.

S13 – WA#5 - Disruptive Technology a Heartbeat Away: Ecton, Inc. (HBS 9-699-018)

1. Does Ecton, Inc. have a truly disruptive innovation? Consider the criteria set forth in Chapter 2 of *The Innovator's Solution*, and the articles by Bower & Christensen and Gilbert.
2. Develop a value curve for Ecton's product and for H-P's industry standard products following the methodology laid out in *Value Innovation* and using the *Template - Value Curve Analysis* (eLearning Course Materials). Does Ecton's product really have a very different package of attributes? To what market segments might this different package appeal?
3. Does Ecton's technology have a chance of sufficient price/performance improvement to challenge the established market leaders? Consider Gourville's ideas in your assessment. Evaluate the interdependence, initiative, and integration risks in their approach following Adner's model (*Match Your Innovation Strategy to your Innovation Ecosystem*).
4. Given Ecton's broad strategic objectives (sale of the company to a major player), what kind of product launch strategy should they pursue (assuming that the patient trials were successful)?
5. If Ecton decided to go it alone, what product launch strategy would you recommend (which markets, channels, etc.)?

S14 – WC#7 - Intel Corporation – Leveraging Capabilities for Strategic Renewal (HBS 9-394-141)

Intel was a key player in the early stages of two explosive new markets – the first in memory chips; the second in microprocessors. The outcomes for Intel were very different in these two market situations.

1. Based on the timeline in Exhibit 2 and the unit shipment data provided in Exhibit 11, develop the following data and prepare graphs to illustrate:
 - a. The evolution from 1969-1993 of MOS DRAM memory production capacity (separately for Intel and the market leading competitor)
 - b. Unit sales of MOS DRAMs for Intel vs. total market demand (1969-1993)¹
 - c. The evolution of Microprocessor processing speed (MIPS) from 1975-1989 (separately for Intel and the market leading competitor)²
 - d. Microprocessor unit sales for 1975-1989 for: (a) the total market; (b) the total 80x86 class; and (c) Intel's 80x86 sales.

What conclusions can you draw from the graphs you have prepared and the information provided in Exhibit 2 as demand rapidly expanded in each of these markets. Did the market development follow the typical scenario described by Moore (*Inside the Tornado, Ch 4*)? What were the key drivers of demand in each?

2. Based on your graphs and the information provided in the case, analyze the differences in Intel's product offering and market segmentation strategies between the first market (memory chips) and the second (microprocessors). What did they learn from the first experience that led them to be more successful in the second?
3. What major changes did Intel make in their strategy, organizational structure and approach to the market after their experience in the memory chip market? Why? Did they contribute to Intel's success in the microprocessor market? What issues and problems were created?
4. Intel faces new opportunities and challenges as it moves into the 1990's. Evaluate the company's opportunities in moving down the value chain (as discussed at the end of the case). What are the risks? What would you recommend?

S15 – WA#7 - Lenovo: Countering the Dell Challenge (HKU356)

1. Lenovo is the market leader in the PRC; Dell the market leader in much of the rest of the world. Describe, compare and analyze the business models of these two competitors in their respective markets. How are they similar? How are they different? Why has each been successful?
2. Based on the exhibits and tables in the case, analyze the opportunity by market segment in the PRC over the next five years. What trends are apparent in the PC pricing? Given the trends and opportunities in the market, what market segments would be most attractive to Dell, leveraging the strengths of their manufacturing strategies and direct sales model? Which segments would present the greatest challenges? Consider the issues addressed in *Growth Outside the Core* in your response.
3. Outline the "most likely" strategy for Dell in engaging this market in terms of target market segments, product offerings, distribution and pricing strategies. Consider the ideas from *Growth Outside the Core* and *Three Strategies for Managing Fast Growth* in formulating your response.
4. Outline a marketing strategy for Lenovo, with the following objectives: (a) blunt the thrust of Dell's "mostly likely" strategy and minimize its market penetration; (b) aggressively grow Lenovo's share in the markets in which their competitive advantage is greatest relative to Dell's direct model; and (c) maintain and increase the company's overall market share. Consider the ideas from *Growth Outside the Core* and *Three Strategies for Managing Fast Growth* in formulating your response.
5. Evaluate the rate of Internet penetration in the PRC. How is this likely to impact the sales of PCs? How can Lenovo most effectively exploit this opportunity?
6. Based on the data provided in the case, develop a five year forecast of the results of your recommended strategies for Dell and Lenovo, projecting the unit sales and market shares of Lenovo, Dell, and the other competitors (as a group). Use the data provided in the exhibits and attach a spreadsheet that presents your forecast and clearly identifies your assumptions and methodology. (see grade sheet for recommended approach to creation of demand forecast)

COURSE OUTLINE

Date	Readings & Preparation	Assignment
Session 01 8/27	THE CHALLENGE OF ENTREPRENEURIAL MARKETING: COURSE OVERVIEW Readings: <ul style="list-style-type: none"> ▪ Schindehutte, Morris & Pitt: <i>Rethinking Marketing</i>: Preface, 1-42 ▪ Christensen & Raynor: <i>The Innovator's Solution</i>: 1-30 (growth imperative) 	

¹ Assume the following unit shipments (000) for annual total market demand for 1971-1993, respectively: 10, 20, 60, 110, 150, 200, 400, 600, 700, 800, 1200, 1600, 2000, 2500, 3811, 4500, 6050, 11700, 16360, 13100, 13420, 15960, 19400 (compiled from various sources).

² Assume the following MIPS (millions of instructions per second) for Intel Microprocessors: 4004, 0.06; 8008, 0.29; 8085, 0.37; 8086, 0.75; 8088, 0.75; 80286, 1.5; 80386 5.0; 80486, 27.0; P5, 100; p6, 150. Assume the following MIPS for competitor Microprocessors: Motorola 6800, 0.29; Zilog Z80, 0.37; Motorola 68000, 0.37; Zilog Z8000, 0.75; Motorola 68020, 5.0; SPARC, 5.0; 386 Clones, 5.0.

Date	Readings & Preparation	Assignment
Session 02 9/3	MARKET ENTRY STRATEGIES: FRAMEWORKS FOR UNDERSTANDING Readings: <ul style="list-style-type: none"> Christensen & Raynor: <i>The Innovator's Solution</i>: 31-71 (disruptive technologies) Moore: <i>Crossing the Chasm</i>: Preface, 3-59 (technology adoption life cycle) Picken, Joseph C. 2012. <i>Teaching Note: A Typology of Entrepreneurial Business Strategies</i> (eLearning Course Materials) Video: Christensen: <i>Opportunity & Threat</i> (59 mins)	Form Groups
Session 03 9/10	UNDERSTANDING CONTEXT: MARKET STRUCTURES AND ECOSYSTEMS Readings: <ul style="list-style-type: none"> Porter: <i>Understanding Industry Structure</i> (HBS 9-707-493) (coursepack) Adner: <i>Match Your Innovation Strategy to Your Innovation Ecosystem</i>. HBR April 2006 (eJournal) Chakravorti: <i>The New Rules for Bringing Innovations to Market</i>. HBR Mar 2004 (eJournal) Picken: <i>Teaching Note: Mapping the Industry Ecosystem</i>. Oct 2013. (eLearning Course Materials) Schindehutte, Morris & Pitt: <i>Rethinking Marketing</i>: 271-288 (marketing in the digital age) McDermott Library Resources (eLearning Course Materials) Case: Aravind Eye Care System: Providing Total Eye Care to the Rural Population (Ivey W11212)	WA#1 (individual) (6-8 pp plus exhibits) Submit to eLearning dropbox by 7:00 PM
Session 04 9/17	DEFINING THE BUSINESS CONCEPT: UNDERSTANDING CUSTOMER NEEDS Readings: <ul style="list-style-type: none"> Cespedes et al. <i>Customer Discovery and Validation for Entrepreneurs</i>. HBS 9-812-097. (coursepack) Christensen et al: <i>Finding the Right Job for Your Product</i>. SMR Spring 2007. (eJournal) Christensen & Raynor: <i>The Innovator's Solution</i>: 73-100 Schindehutte, Morris & Pitt: <i>Rethinking Marketing</i>: 43-83 Case: Scott Cook & Intuit (HBS 9-396-282)	WILD CARD#1 (group) (6-8 pp plus exhibits) Group X Submit to eLearning dropbox by 5:00 PM
Session 05 9/24	DEFINING THE BUSINESS CONCEPT: CREATING VALUE Readings: <ul style="list-style-type: none"> Schindehutte, Morris & Pitt: <i>Rethinking Marketing</i>: 85-128 Moore: <i>Crossing the Chasm</i>: 107-130 (whole product) Anderson & Narus: 1998. <i>Business Marketing: Understand What Consumers Value</i> HBR Nov-Dec 1998 (eJournal) Kim and Mauborgne. 1997. <i>Value Innovation: The Strategic Logic of High Growth</i>. HBR. Jan-Feb 1997 (eJournal) Gourville, John T. 2006. <i>Eager Sellers – Stony Buyers: Understanding the Psychology of New-Product Adoption</i>. HBR June 2006 (eJournal) <i>Teaching Note: Introducing the Buyer Utility Map</i> (eLearning Course Materials) <i>Template: Buyer Utility Map</i> (eLearning Course Materials) <i>Teaching Note: Introducing the Value Curve</i> (eLearning Course Materials) <i>Template - Value Curve Analysis</i> (eLearning Course Materials) Case: CardioThoracic Systems (HBS 9-899-281)	WA#2 (group) (6-8 pp plus exhibits) Submit to eLearning dropbox by 7:00 PM
Session 06 10/1	DEFINING THE BUSINESS CONCEPT: DELIVERING VALUE (continued on p11) Readings: <ul style="list-style-type: none"> Schindehutte, Morris & Pitt: <i>Rethinking Marketing</i>: 129-144 Magretta. 2002. <i>Why Business Models Matter</i> HBR May 2002 (eJournal) 	WILD CARD#2 (group) (6-8 pp plus exhibits) Group X

Date	Readings & Preparation	Assignment
	<ul style="list-style-type: none"> Johnson, Christensen & Kagermann. 2008. <i>Reinventing Your Business Model</i>. Dec 2008 (<i>eJournal</i>) Porter, Michael E. 2001. <i>Strategy and the Internet</i>. 2001. HBR Mar 2001. (<i>eJournal</i>) Picken, Joseph C. 2012. <i>Teaching Note: Introducing the Business Model Canvas</i> (<i>eLearning Course Materials</i>) Business Model Canvas Template (<i>eLearning Course Materials</i>) <p>Case: Amazon.com – 2002 (HBS 9-803-098)</p>	Submit to eLearning dropbox by 5:00 PM
Session 07 10/8	<p>VALIDATING THE BUSINESS CONCEPT</p> <p>Readings:</p> <ul style="list-style-type: none"> Picken, Joseph C. 2014. <i>Teaching Note: Identification and Validation of Assumptions</i> (<i>eLearning Course Materials</i>) Eisenmann et al: <i>Hypothesis-Driven Entrepreneurship: the Lean Startup</i>. HBS 9-812-095 (<i>coursepack</i>) McGrath & MacMillan. <i>Discovery-Driven Planning</i>. HBR July 1995 (<i>eJournal</i>) Stark & Stewart. 2012. <i>Why Your Idea isn't Worth Anything</i> (<i>eLearning Course Materials</i>) Christensen & Raynor: <i>The Innovator's Solution</i>: 213-234 <p>Case: ideaForge: Mechanical Charger (Ivey W12169)</p>	<p>WA#3 (group) (6-8 pp plus exhibits)</p> <p>Submit to eLearning dropbox by 7:00 PM</p>
Session 08 10/15	<p>MARKET POSITIONING FOR COMPETITIVE ADVANTAGE</p> <p>Readings:</p> <ul style="list-style-type: none"> Schindehutte et al: <i>Rethinking Marketing</i>: 219-270 (positioning) Anderson, Narus & van Rossum. 2006. <i>Customer Value Propositions in Business Markets</i>. HBR March 2006 (<i>eJournal</i>) Moore: <i>Crossing the Chasm</i>: 131-188 (positioning/channels) Bell: <i>Positioning</i>. HBS 9-593-105 (<i>coursepack</i>) Moore & Helstein: <i>Positioning: The Essence of Marketing Strategy</i>. Darden UV 1425 (<i>coursepack</i>) <p>Case: Warner-Lambert Niconil (HBS 9-593-008)</p>	<p>WILD CARD#3 (group) (6-8 pp plus exhibits)</p> <p>Group X</p> <p>Submit to eLearning dropbox by 5:00 PM</p>
Session 09 10/22	<p>CREATING AWARENESS AND COMMUNICATING VALUE</p> <p>Readings:</p> <ul style="list-style-type: none"> Schindehutte et al: <i>Rethinking Marketing</i>: 145-167 (marketing communications) Christensen, Cook & Hall. 2005. <i>Marketing Malpractice: The Cause and the Cure</i>. HBR Dec 2005 (<i>eJournal</i>) Barwise & Meehan. 2010. <i>The One Thing You Must Get Right When Building a Brand</i>. HBR December 2010 (<i>eJournal</i>) Gupta, Armstrong & Clayton: <i>Social Media</i>. HBS 9-510-095 (<i>coursepack</i>) Joachimsthaler & Aaker. 1997. <i>Building Brands without Mass Media</i>. HBR Jan-Feb 1997 (<i>eJournal</i>) <p>Case: The Ford Fiesta (HBS 9-511-117)</p>	<p>WA#4 (group) (6-8 pp plus exhibits)</p> <p>Submit to eLearning dropbox by 7:00 PM</p>
Session 10 10/29	<p>VIRGIN TERRITORY: COMPETING AGAINST NON-CONSUMPTION</p> <p>Readings:</p> <ul style="list-style-type: none"> Christensen & Raynor: <i>The Innovator's Solution</i>: 101-123 Kim, W. Chan and Renee Mauborgne. 2004. <i>Blue Ocean Strategy</i>. HBR Oct 2004. (<i>eJournal</i>) Prahalad and Mashelkar. <i>Innovation's Holy Grail</i>. HBR Jul-Aug 2010. (<i>eJournal</i>) <p>Case: Tata Nano – The People's Car (HBS 9-710-420)</p>	<p>WILD CARD#4 (group) (6-8 pp plus exhibits)</p> <p>Group X</p> <p>Submit to eLearning dropbox by 5:00 PM</p>

Date	Readings & Preparation	Assignment
Session 11 11/5	CHALLENGING THE INCUMBENTS: ESTABLISHING A NEW PARADIGM Readings: <ul style="list-style-type: none"> Moore: <i>Crossing the Chasm</i>: 63-106 (market entry strategies) Moore: <i>In the Bowling Alley</i> – Excerpt from <i>Inside the Tornado</i> (27-61) (eLearning Course Materials) Handout: <i>Summary of Moore's Model</i> (eLearning Course Materials) Case: TiVo (HBS 9-501-038) 	WILD CARD#5 (group) (6-8 pp plus exhibits) Group X Submit to eLearning dropbox by 5:00 PM
Session 12 11/12	CHALLENGING THE INCUMBENTS: ENTREPRENEURIAL JUDO Readings: <ul style="list-style-type: none"> Christensen & Raynor: <i>The Innovator's Solution</i>: 125-148 Bryce, David J. and Dyer, Jeffrey H., <i>Strategies to Crack Well-Guarded Markets</i>. HBR May 2007 (eJournal) Yoffie, David B. and Michael A. Cusumano. 1999. <i>Judo Strategy: The Competitive Dynamics of Internet Time</i>. HBR Jan-Feb 1999 (eJournal) Video: Yoffie: <i>Judo Strategy</i> Case: The Browser Wars 1994-1998 (HBS 9-798-094)	WILD CARD#6 (group) (6-8 pp plus exhibits) Group X Submit to eLearning dropbox by 5:00 PM
Session 13 11/19	CHALLENGING THE INCUMBENTS: MARKET DISRUPTION Readings: <ul style="list-style-type: none"> Schindehutte et al: <i>Rethinking Marketing</i>: 197-217 (competitive dynamics) Bower & Christensen. <i>Disruptive Technologies: Catching the Wave</i>. Harvard Business Review. Jan-Feb 1995. (eJournal) (the original article on the concept) Gilbert. 2003. <i>The Disruption Opportunity</i>. Sloan Management Review. Summer 2003. (eJournal) Christensen & Raynor: <i>The Innovator's Solution</i>: 149-211 Case: Disruptive Technology a Heartbeat Away: Ecton (HBS 9-699-018)	WA#5 (group) (6-8 pp plus exhibits) Submit to eLearning dropbox by 7:00 PM
Session 14 12/3	SCALING THE BUSINESS: CREATING SUSTAINABLE GROWTH Readings: <ul style="list-style-type: none"> Schindehutte et al: <i>Rethinking Marketing</i>: 289-308 Moore: <i>Inside the Tornado</i>: 63-72 (Inside the Tornado) (eLearning Course Materials) Zook & Allen. 2001. <i>Growth Outside The Core</i>. HBR Dec 2003 . (eJournal) von Krogh, Georg and Michael A. Cusumano. 2001. <i>Three Strategies for Managing Fast Growth</i>. Sloan Mgmt Review. Winter 2001. (eJournal) Case: Intel Corporation – Leveraging Capabilities for Strategic Renewal (HBS 9-394-141)	WILD CARD#7 (group) (6-8 pp plus exhibits) Group X Submit to eLearning dropbox by 5:00 PM PEER EVALUATIONS DUE Dec 3rd Submit to eLearning dropbox by 7:00 PM
Session 15 12/10	FINAL EXAM: TAKE HOME FINAL Due December 10th, 5:00 PM Case: Lenovo: Countering the Dell Challenge (HKU356) <ul style="list-style-type: none"> Submit to eLearning assignment dropbox by 5:00 PM on December 10, 2014. 	WA#7 (individual) (10-12 pp plus exhibits) Submit to eLearning dropbox by 5:00 PM