



# ENTREPRENEURIAL MARKETING

ENTP 4330.001

FALL 2016

<b>Class Meeting</b> Mon/Wed, 11:30 – 12:45 AM, JSOM 2.803 <b>Final Exam:</b> December 7, 2016 <b>Office Hours:</b> After class or by appointment	<b>Robert Wright</b> SOM 4.102 <b>Email:</b> <a href="mailto:rgw091000@utdallas.edu">rgw091000@utdallas.edu</a> <b>Cell Phone:</b> (214) 695-3747
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## COURSE OBJECTIVES

This course is about the choices and challenges of entrepreneurial marketing. A variety of cases have been selected to demonstrate that the principles and practices involved are broadly applicable across multiple industry contexts.

Firms in established and stable industries are faced with 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 are minimized; competitive actions and the firm's ability to execute are the principal areas of uncertainty. Marketing options are partially constrained by established industry structure 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. Most entrepreneurial challengers will lack brand identity and name recognition, and may 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.

The good news is that there are relatively few constraints on marketing choices and strategies; the bad news is that each choice is critical and each, in turn, constrains future options and flexibility. Often, the innovator or entrepreneur is faced with a "David and Goliath" challenge where the resources and legitimacy of incumbent(s) and established business models create substantial barriers for a challenger firm with limited resources and capabilities. This course will examine these strategic choices utilizing readings, case studies and a semester project focused on the marketing strategies of a successful emerging growth firm.

## LEARNING OBJECTIVES

Upon successful completion of this course, students will:

- Understand the choices and challenges that differentiate entrepreneurial marketing from conventional marketing, with particular emphasis on market-entry strategies for technology-based entrepreneurial ventures.
- Have developed an understanding of the concepts, tools, and theoretical frameworks used to analyze and interpret the competitive situations faced by entrepreneurial firms and 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 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

- Crane, Frederick G. 2013. *Marketing for Entrepreneurs*, 2ed. Sage Publications, Inc. Thousand Oaks, CA. ISBN 978-1-4522-3004-7 (paperback) (\$51.00)
- Aulet, Bill. 2013. *Disciplined Entrepreneurship: 24 Steps to a Successful Startup*. John Wiley & Sons. Hoboken, NJ. ISBN 978-1-118-69228-8 (\$32.00)

- **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).

## ELEARNING

To download PowerPoint slides and other information about this class, please use eLearning (<https://elearning.utdallas.edu/>) under course ID ENTP 3301.003. eLearning will also be the method of communication regarding upcoming events, changes to the syllabus, and grades. You should be able to access eLearning with your UTD NetID and password. Call computer services at (972) 883-2911, if you need assistance. Also, please send your direct emails through eLearning; otherwise, I will not respond to you.

## FORMATION OF GROUPS

Much of the work in this course will be performed in teams. The class will be divided into small teams of three or four members during the early weeks of the course (exact number of students may vary by team). Students will have a chance to select their teams during those weeks, and those without teams will be assigned to teams by the instructor. The projects require close coordination with your team members, and a wide range of skills, including some basic finance and accounting. Therefore, it is important that you select your teams to include a diverse set of skills. The team members will be collectively responsible for completing each of the project assignments and having one team member submit each assignment on behalf of the entire team. The grades earned on projects will be assigned equally to each group member, subject to individual adjustment based on the instructor's assessment of the student's work effort and presentation and based on the peer evaluation inputs. (Each team member must contribute equally based on their peer evaluation to qualify for the full team grade as described in the peer evaluation note.) Students must sign up for a team no later than [August 31<sup>st</sup>](#).

## 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 one mid-term and a final exam. Your grade will be based on group and individual written assignments and your contributions to class discussions. These assignments, their due dates, 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. XM Satellite Radio	<a href="#">Aug 29, 2016</a>	Individual (outline form)	6-8	5%
WA-2. Scott Cook and Intuit	<a href="#">Sept 14, 2016</a>	Group (outline form)	6-8	5%
WA-3. IdeaForge: Mechanical Charger	<a href="#">Oct 5, 2016</a>	Group (outline form)	6-8	5%
WA-4. First Exam	<a href="#">Oct. 12, 2016</a>	Individual		15%
WA-5. TiVo*	<a href="#">Oct 17, 2016</a>	Group (outline form)	6-8	5% (*15%)
WA-6. Disruptive Technology: Ecton*	<a href="#">Oct 24, 2016</a>	Group (outline form)	6-8	5% (*15%)
WA-7. Zipcar: Refining the Business Model*	<a href="#">Oct 31, 2016</a>	Group (outline form)	6-8	5% (*15%)
WA-8. The Ford Fiesta*	<a href="#">Nov 09, 2016</a>	Group (outline form)	6-8	5% (*15%)
WA-9. Online Marketing at Big Skinny*	<a href="#">Nov 28, 2016</a>	Group (outline form)	6-8	5% (*15%)
WA-10. Second Exam	<a href="#">Dec 07, 2016</a>	Individual		15%
Class Participation		Individual		20%
<b>Overall Course Grade</b>				<b>100%</b>

\* Team to lead discussion

**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 drop box by 11:59 PM on [December 10<sup>th</sup>](#).

**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. 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.** Written assignments will be due at the beginning of class on the date assigned (and can be submitted via eLearning if you are unable to attend the class). Late papers turned in 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 turned in at or before the second class session following the due date will be graded, but 15 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. Consideration may be given for extenuating circumstances with prior notification.

**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 and be 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 nor 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.

**Electronic Submissions.** Assignments should be submitted to the proper eLearning Assignment drop box. The file name should identify the course, assignment number and your name or group ID. For example, "ENTP 4330\_2\_JSmith.doc" would identify John Smith's written assignment 2; "ENTP 4330\_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); and
- 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.

## GRADE SCALE

A+>96.7%; 96.7%<A>93.3%; 93.3%<A->90%; 90.0%<B+>86.7%; 86.7%<B>83.3%; 83.3%<B->80.0%; 80.0%<C+>76.7%; 76.7%<C>73.3%; 73.3%<C->70.0%; 70.0%<D+>67.3%; 67.3%<D>63.3%; 63.3%<D->60.0%; F<60.0%. Numerical grade will be rounded. 0.5 or higher will round up; 0.49 or lower will round down. So, 89.5 will round to 90, or A-, and 89.4 will round to 89, or B+.

**Grading Policy** – Grades will be based on team and individual work assignments (WA's), exams, peer evaluation, and your attendance and contributions to class discussions. Advance preparation and enthusiastic participation in class discussions is an important part of the learning experience in this course and will be evaluated. Each student is expected to have read all assigned materials prior to the start of class and be prepared to discuss the ideas, concepts, and

issues they raise. If it is determined that students are not prepared for class, pop quizzes may be instituted and factored into the student's grade as part of class participation.

## UNIVERSITY POLICIES

The information found at the following link comprises the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies>.

## LAPTOP/INTERNET-CONNECTED DEVICE

A mutually supportive learning environment depends on active attention and engagement. For this reason, no laptop (or Internet-connected device – e.g., an iPad or iPhone) use is allowed during classroom lectures, discussions and presentations. The value of legitimate use of laptops is far outweighed by the distraction that they create for your classmates and the overall learning environment.

## COURSE OUTLINE

SESSION DATE	SESSION TOPIC/ PREPARATION	ASSIGNMENT
<b>S01</b> 08/22/16	<b><u>Course and Concentration Overview</u></b>	<b><u>No Written Assignment Due.</u></b>
<b>S02</b> 08/24/16	<b><u>The Challenges of Entrepreneurial Marketing</u></b> <b>Readings</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: Preface, Introduction, 1-11</li> <li>Aulet: <i>Disciplined Entrepreneurship</i>. Preface, Introduction (ix-xii; 1-13)</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings; Case-analysis primer</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
<b>S03</b> 08/29/16	<b><u>Understanding the Context: Market Structures &amp; Ecosystems</u></b> <b>Readings</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 11-19</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> <li>Case presentation and discussion</li> </ul> <b>Case Study: XM Satellite Radio (A)</b> – (HBS 9-504-009)	<b><u>Written Assignment #1 – Case Analysis</u></b> Case outline
<b>S04</b> 08/31/16	<b><u>Finding the Opportunity</u></b> <b>Readings</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 21-41</li> <li>Aulet: <i>Disciplined Entrepreneurship</i>: 15-22</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Form Teams</li> <li>Discussion of Readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings  Form teams
<b>S05</b> 09/05/16	<b><u>No Class – Labor Day</u></b>	
<b>S06</b> 09/07/16	<b><u>Evaluating Market Opportunities</u></b> <b>Readings</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 43-60</li> <li>Aulet: <i>Disciplined Entrepreneurship</i>: 23-40</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of Readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings

SESSION DATE	SESSION TOPIC/ PREPARATION	ASSIGNMENT
S07 09/12/16	<b><u>Defining the Opportunity: Who Is My Customer?</u></b> <b>Readings</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 61-99</li> <li>Aulet: <i>Disciplined Entrepreneurship</i>: 41-81</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of Readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
S08 09/14/16	<b><u>Defining the Opportunity: Customer Needs &amp; The Job to Be Done</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Aulet: <i>Disciplined Entrepreneurship</i>. 83-90</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> <li>Case presentation and discussion</li> </ul> <b>Case Study:</b> <i>Scott Cook and Intuit</i> – (HBS 9-396-282)	<b><u>Written Assignment #2 – Case Analysis</u></b> Case outline
S09 09/19/16	<b><u>Creating Value for the Customer: The Offering</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 101-121</li> <li>Aulet: <i>Disciplined Entrepreneurship</i>. 91-101</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of Readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
S10 09/21/16	<b><u>Define the MVP and the Product Plan</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Aulet: <i>Disciplined Entrepreneurship</i>. 235-244; 253-259</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
S11 09/26/16	<b><u>The Customer Value Proposition</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 123-137</li> <li>Aulet: <i>Disciplined Entrepreneurship</i>. 103-111</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion or readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
S12 09/28/16	<b><u>The Customer Value Proposition</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Teaching Note: <i>Introducing the Buyer Utility Map</i> (eLearning Course Materials)</li> <li>Template: <i>Buyer Utility Map</i> (eLearning Course Materials)</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings

SESSION DATE	SESSION TOPIC/ PREPARATION	ASSIGNMENT
S13 10/03/16	<b><u>Defining the Business Model</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Business Model Canvas Explained <a href="https://www.youtube.com/watch?v=QoAOzMTLP5s">https://www.youtube.com/watch?v=QoAOzMTLP5s</a></li> <li>Visualizing Your Business Model <a href="https://www.youtube.com/watch?v=wIKP-BaC0jA">https://www.youtube.com/watch?v=wIKP-BaC0jA</a></li> <li>Prototyping <a href="https://www.youtube.com/watch?v=iA5MVUNkSkM">https://www.youtube.com/watch?v=iA5MVUNkSkM</a></li> <li>Navigating Your Environment <a href="https://www.youtube.com/watch?v=iA5MVUNkSkM">https://www.youtube.com/watch?v=iA5MVUNkSkM</a></li> <li>Proving It <a href="https://www.youtube.com/watch?v=-2gd_vhNYT4">https://www.youtube.com/watch?v=-2gd_vhNYT4</a></li> <li>Telling Your Story <a href="https://www.youtube.com/watch?v=SshglHDKOCc">https://www.youtube.com/watch?v=SshglHDKOCc</a></li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
S14 10/05/16	<b><u>Validating the Business Concept</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Aulet: <i>Disciplined Entrepreneurship</i>. 113-129; 245-252</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> <li>Case presentation and discussion</li> </ul> <b>Case Study:</b> <i>ideaForge: Mechanical Charger</i> – (Ivey W12169)	<b><u>Written Assignment #3 – Case Analysis</u></b> Case outline
S15 10/10/16	<b><u>Market Entry Strategies - Overview</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Moore: <i>Crossing the Chasm</i>: Preface 3-59</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
S16 10/12/15	<b><u>First Exam</u></b>	<b><u>Written Assignment #4 – FIRST EXAM</u></b>
S17 10/17/16	<b><u>Market Entry Strategies – Creating New Markets</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Kim, W. Chan and Renee Mauborgne. 2004. <i>Blue Ocean Strategy</i>. HBR Oct 2004. (eJournal)</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> <li>Case presentation and discussion</li> </ul> <b>Case Study:</b> <i>TiVo</i> – (HBS 9-501-038)	<b><u>Written Assignment #5 – Case Analysis</u></b> Case outline
S18 10/19/15	<b><u>Market Entry Strategies – Challenging the Incumbents</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Bryce, David J. and Dyer, Jeffrey H., Strategies to Crack Well-Guarded Markets. HBR May 2007 (eJournal)</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
S19 10/24/15	<b><u>Market Entry Strategies – Challenging the Incumbents</u></b> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Case presentation and discussion</li> </ul> <b>Case Study:</b> <i>Disruptive Technology a Heartbeat Away: Ecton, Inc.</i> – (HBS 9-699-018)	<b><u>Written Assignment #6 – Case Analysis</u></b> Case outline

SESSION DATE	SESSION TOPIC/ PREPARATION	ASSIGNMENT
S20 10/26/15	<b><u>Understanding the Competition</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 77-82</li> <li>Aulet: <i>Disciplined Entrepreneurship</i>. 131-138</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion or readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
S21 10/31/16	<b><u>Positioning: Pricing</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 139-150</li> <li>Aulet: <i>Disciplined Entrepreneurship</i>. 173-193</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> <li>Case presentation and discussion</li> </ul> <b>Case Study:</b> <i>Zipcar: Refining the Business Model</i> – (HBS 9-803-096)	<b><u>Written Assignment #7 – Case Analysis</u></b> Case outline
S22 11/02/16	<b><u>Positioning: Sales Channels</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 151-166</li> <li>Aulet: <i>Disciplined Entrepreneurship</i>. 139-156; 195-202</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
S23 11/07/15	<b><u>Positioning: Building and Sustaining the Brand</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 123-138</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
S24 11/09/15	<b><u>Positioning: Creating Awareness and Communicating Value</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 167-191</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> <li>Case presentation and discussion</li> </ul> <b>Case Study:</b> <i>The Ford Fiesta</i> – (HBS 9-511-117)	<b><u>Written Assignment #8 – Case Analysis</u></b> Case outline
S25 11/14/16	<b><u>Scaling the Business: Creating Sustainable Growth</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Zook &amp; Allen. 2001. <i>Growth Outside The Core</i>. HBR Dec 2003 . (eJournal)</li> <li>von Krogh, Georg and Michael A. Cusumano. 2001. <i>Three Strategies for Managing Fast Growth</i>. Sloan Mgmt Review. Winter 2001. (eJournal)</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
S26 11/16/15	<b><u>Sales Projections and Forecasting</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Aulet: <i>Disciplined Entrepreneurship</i>. 157-162</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings

SESSION DATE	SESSION TOPIC/ PREPARATION	ASSIGNMENT
<b>S27</b> 11/21/16	<b><u>No Class – Fall Break</u></b>	
<b>S28</b> 11/23/16	<b><u>No Class – Fall Break</u></b>	
<b>S29</b> 11/28/16	<b><u>Developing the Marketing Plan</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 191-203</li> <li>Aulet: <i>Disciplined Entrepreneurship</i>. 203-217</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> <li>Case presentation and discussion</li> </ul> <b>Case Study: <i>Online Marketing at Big Skinny</i> – (HBS 9-911-033)</b>	<b><u>Written Assignment #9 – Case Analysis</u></b> Case outline
<b>S30</b> 11/30/16	<b><u>Validating the Business Concept and Marketing Plan</u></b> <b>Preparation</b> <ul style="list-style-type: none"> <li>Crane: <i>Marketing for Entrepreneurs</i>: 191-206</li> <li>Aulet: <i>Disciplined Entrepreneurship</i>. 219-234; 261-264</li> </ul> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Discussion of readings</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
<b>S31</b> 12/05/16	<b><u>Final Exam Review</u></b> <b>In-Class Activity</b> <ul style="list-style-type: none"> <li>Prepare for final</li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
<b>S32</b> 12/07/16	<b>SECOND EXAM</b>	<b><u>Written Assignment #10 – SECOND EXAM</u></b>