

# Entrepreneurship—"Go-to-Market"

MGTE 30510.01  
Spring 2007

## Course Syllabus

<b>Instructor:</b>	John Fitzmartin
<b>Class Day/Time:</b>	Tuesday & Thursday 11:00-12:15 am
<b>Classroom:</b>	DeBartolo 208
<b>Office/Phone:</b>	224 MCOB; 574-631-9467
<b>Office Hours:</b>	By appointment: Tuesday & Thursday 1:00-4:30 pm
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## Communication

Office hours are by appointment within the stated time periods—or, first come, first served. I am typically available immediately before and after class. If neither of these approaches is convenient for you, I am willing to work with your schedule to find a mutually convenient time. Generally speaking, you should call ahead for unscheduled meetings to be certain that I am in the office. E-mail is the best way to communicate with me as I check it regularly throughout the day and evening. I am available to speak with you about course questions, academic interests, or your entrepreneurial goals.

## Course Overview

This course will extend your basic understanding of the entrepreneurial or new venture process. Students will discuss opportunity recognition in light of customer needs and methodologies for assessing this relationship, guerilla marketing, and the use of competitive landscape analysis. Several class team projects have been developed to assist the student's understanding of how to take their opportunity into the public market place. Students will examine existing businesses using techniques and principles they can apply to the development of their entrepreneurial enterprise.

## Course Objectives

1. To recognize opportunity in the market place.
2. To understand the process of customer needs assessment and analysis.
3. To develop a "Go-to-Market" plan.
4. To become familiar with the techniques associated with guerilla marketing for entrepreneurial enterprises.
5. To understand distribution channels and their relationship to new ventures.
6. To recognize the importance of product-place-promotion-price to entrepreneurial enterprises.

## Course Required Reading

The course syllabus is intended to provide the student with an overview of the course content. It is your resource for scheduled class activities, such as, required readings, due dates for class assignments, and case studies students should be prepared to discuss regarding those assignments.

There is no assigned textbook for this course. While there are many books that may be accessed through the university library system on any of the course topic areas, all course reading materials are available in the course pack. The course pack contains the required reading materials including the course syllabus & schedule, assigned articles for class discussion, case studies, and project guidelines.

In addition, from time to time, the instructor may distribute relevant articles to supplement and expand the material available through the course required readings.

There are **two (2) required** case studies for the course:

- Case 1: Virgin Mobile USA: Pricing for the Very First Time
- Case 2: Nantucket Nectars

The readings assigned from this material are intended to provide the student with a framework for in-class discussion, as well as a source of reference when completing class projects.

## Course Format and Grade Assessment Criteria

The course learning modalities will include class lectures, group projects and case study discussions. Class participation through the preparation and discussion of text and case readings is fundamental; hence, attendance is mandatory. A real world learning exercise—a "Go-to-Market" analysis of a new venture or an established business as part of a class team will further expose students to milestones and pitfalls associated with the development of an entrepreneurial enterprise.

Attendance is recorded for every class meeting. Students are expected to be on time for class out of respect for the instructor and their fellow classmates. Unanticipated problems may cause tardiness occasionally; under this circumstance students should quietly enter the classroom and avoid being disruptive to the instructor or their classmates. Entrance to the classroom is **NOT** permitted once the class begins when there are student presentations. Continued tardiness or absenteeism (equal to or greater than 3 classes) may be cause for a failing course grade and/or dismissal from the course.

In this course you will be given some latitude to choose the weighting of the course assessment options, within certain boundaries defined by the instructor, by which you will be evaluated. The reason for this freedom is to allow you to tailor the assessment activities to match your own particular learning style but to do so in such a way as to maintain equality of standards across the course. You will be required to indicate your chosen assessment options in a "grade contract" provided by the instructor and completed during the second class meeting. Total grade assessments must equal 100% using increments of 5%.

<b>Course Grade Assessment Options:</b>			
<b>Assessment Item</b>	<b>Format</b>	<b>Minimum Proportion of Assessment</b>	<b>Maximum Proportion of Assessment</b>
<b>Case Study Analyses</b>	<b>Group</b>	<b>15%</b>	<b>30%</b>
<b>Class Participation/Attendance</b>	<b>Individual</b>	<b>10%</b>	<b>20%</b>
<b>"Go-to-Market" Plan</b>	<b>Group</b>	<b>20%</b>	<b>35%</b>
<b>Customer Needs Assessment</b>	<b>Group</b>	<b>10%</b>	<b>20%</b>
<b>Exam (Optional)</b>	<b>Individual</b>	<b>Fixed @ 10%</b>	

Final grade calculations will be adjusted using peer evaluations for group assessments.

## Class Participation/Attendance

Classroom discussion, instructor-student or student-student, is an important part of the learning process. Thus, student class participation is viewed as a critical element in the determination of the student's final grade. Class participation in this course will be assessed as the ability of the student to raise the level of the class' conceptual knowledge by making a constructive contribution to the class discussion. There are several channels by which a student may contribute constructively to the class learning process:

- relating course concepts from readings to the discussion;
- commenting perceptively during class discussions;
- raising topic-related questions;
- conceptually expanding on classmates' comments; and,
- providing feedback to classmates' presentations.

Students can not "participate" unless they are present in class. As such, attending class is a minimum component of the class participation assessment. In the unavoidable circumstance where a student finds themselves missing a class, it is the students' responsibility to inform the instructor of the reason for the absence so that it does not adversely affect their participation grade. Students will be given a daily class score according to the following scale: 0=absent, 3=present, 4=present + contribution and 5=present + raised the conceptual knowledge of the class. Standard scores will be computed based on the number of class meetings during the semester.

$$\text{Final Grade} = [(\sum \text{Class Scores} / \# \text{ Sessions}) * 20] * \text{Factor Weight}$$

## Case Study Analyses

The class will be divided into teams of two students. Team formation is student-driven. Each team should prepare to write, present and discuss all assigned cases. Using the Case Study Analysis Guideline, each team will develop a PowerPoint presentation for the class. The presentation (PowerPoint) will be submitted in hardcopy and electronically (do not use PDF file format). One team will be randomly selected (volunteers accepted) to present on the case study due date. Presentations should be 15-20 minutes in length and involve all team members. The presentation team will be responsible to lead the class discussion. Case study analyses should be completed in accordance with the Case Study Guideline in the course pack. Each case study analysis assignment will be graded using a 100 point maximum score.

$$\text{Final Grade} = [\sum \text{Case Analysis Scores}/2] * \text{Factor Weight}$$

## "Go-to-Market" Plan

The class will be divided into teams of two students. Team formation is student-driven. Using the "Go-to-Market" Plan Guideline, each team will write a "Go-to-Market" plan and present their findings (using PowerPoint) to the class (and possible guests). Presentations should be 15-20 minutes in length and involve all team members. Students should reference and adhere to the project guidelines for project-specific requirements. The "Go-to-Market" plan assignment will be graded using a 100 point maximum score and consist of the following evaluation components:

$$\text{Oral Presentation: Analysis (0.70) + Presentation (0.30) = 0.50}$$

$$\text{Written Report = 0.50}$$

$$\text{Final Grade} = [(0.50) \text{ Oral} + (0.50) \text{ Written}] * \text{Factor Weight}$$

## Customer Needs Assessment

The class will be divided into teams of two students. Team formation is student-driven. Each student team is responsible for submitting a brief report based on the data collected from administering a team-constructed customer needs assessment. The report should summarize the data collected both quantitatively and qualitatively, and include a copy of the original assessment instrument, the raw data and summarized results. The customer needs assessment construction and analysis assignment will be graded using a 100 point maximum score and consist of the following needs assessment deliverables (proportion)—survey construction, data analysis, results interpretation, and conclusions—calculated according to the following algorithm:

$$\text{Final Grade} = [\text{Construction (.40)} + \text{Analysis (.30)} + \text{Interpretation (.20)} + \text{Conclusions (.10)}] * \text{Factor Weight}$$

## Written Assignment Preparation

Written assignments should be prepared in a professional manner. Namely, each assignment should be organized by a central theme and supported by key research and documentation. Where appropriate, section headings should be identified; paragraphs should be focused on a specific idea which is supported by the inclusion of course concepts, course readings and independent research. References should be appropriately cited using a universally accepted Style Guide, such as APA or <http://www.nd.edu/~ndlibs/refdesk/>, and include a bibliography at the end of the paper. Quantity should not be your primary focus; the quality of your submission is paramount. Each assignment must be typed and free of grammatical, spelling, and/or typographical errors. A professional presentation is an important aspect of the entrepreneurial process, and as such, will be an integral component of your grade on written assignments.

All class papers must be type-written on 8½ x 11 paper, double-spaced, 12-pt font, one inch margins, numbered at the bottom right side of each page and stapled in the upper left hand corner or professionally bound. There is no requisite page number total for any written assignment; however, do not sacrifice a thorough analysis for brevity. Assignments should include a title page with the following information centered on the page: [1] your name or team member names, plus group name (if any), [2] name of the assignment/project, [3] course number and title, and [4] assignment submission date. For example,

Student Name(s)  
Nantucket Nectars Case Analysis

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Submitted: March 6, 2007

## Miscellaneous

The instructor reserves the right to change this syllabus. Changes to this syllabus, assignment due dates and course requirements will be made in class and/or using the course WebFile folder. All students are responsible for checking the course folder regularly and the completion of all course requirements as described therein.

Students are responsible for disabling all cell phones, pagers and other audible devices prior to entering the classroom. Students in violation of this policy will be asked to leave the classroom.

This course will be conducted in accordance with the University of Notre Dame Honor Code.

## Course Schedule

Class # & Date	Class Topic	Class Reading(s)	Class Assignments Due
1-Jan-16	Introduction Course Requirements Opportunity Recognition Process	None	None
2-Jan-18	Customer Needs Assessment	<i>Going to Market</i> , Robert J. Dolan <i>The Innovation Sandbox</i> , C.K. Prahalad <i>Manage Customer-Centric Innovation-- Systematically</i> , Selden & MacMillan	<b>Construct &amp; administer customer needs assessment (summarize results qualitatively &amp; quantitatively)</b>
3-Jan-23	 <b>SAMPLE</b>	<i>Recognizing Opportunities: Don't Let the Good One's Slip By</i> (Excerpted from "Managing Creativity and Innovation") <i>Leveraging to Beat the Odds-The New Marketing Mind-Set</i> , A.J. Slywotzky & B.P. Shapiro <i>The Customer Has Escaped</i> , Nunes & Cespedes	<b>Orally present results in class &amp; submit written customer needs assessment report.</b>
4-Jan-25	Target Markets	<i>Megamarketing</i> , Philip Kotler <i>Market Segmentation, Target Market Selection, and Positioning</i> , Sarvary & Elberse	<b>Submit "Go-to-Market" company brief</b>
5-Jan-30	Concept Scalability	<b>Case Study 1: Virgin Mobile USA-Pricing for the Very First Time</b>	<b>Present &amp; Submit Case Study 1 Analysis</b>
6-Feb-01	Product-Place-Promtion-Price	<i>Principles of Product Policy</i> , Anita Elberse <i>A Primer for Lean Marketing</i> , J.R. Lowry <i>The Rebuilt Marketing Machine</i> , V.L. Crittenden	None
7-Feb-06	Guerrilla Marketing	<a href="http://en.wikipedia.org/wiki/Guerrilla_marketing">http://en.wikipedia.org/wiki/Guerrilla_marketing</a> <b>Select the identified links and review the "guerrilla marketing" description and PowerPoint.</b>	<a href="http://www.querrillamarketingforthenewmillennium.com">www.querrillamarketingforthenewmillennium.com</a> 
8-Feb-08	Competitive Landscape Analysis	<b>Case Study 2: Nantucket Nectars</b> <i>Competitor Analysis: Understand Your Opponents</i> (Excerpt) <i>SWOT Analysis I: Looking Outside for Threats &amp; Opportunities</i> (Excerpt) <i>SWOT Analysis II: Looking Inside for Strengths &amp; Weaknesses</i> (Excerpt)	<b>Present &amp; Submit Case Study 2 Analysis</b>
9-Feb-13	Distribution Channels	<i>Designing Channels of Distribution</i> , V.K. Rangan <i>Reorienting Channels of Distribution</i> , V.K. Rangan	<b>Submit "Executive Summary" electronically for WebFile posting</b>
10-Feb-15	<b>"Go-to-Market"</b> Presentations	Review <b>"Executive Summary"</b> posted by student groups for company analysis	<b>Company Analysis &amp; Presentation</b> <sup>†</sup>
11-Feb-20	<b>"Go-to-Market"</b> Presentations	Review <b>"Executive Summary"</b> posted by student groups for company analysis	<b>Company Analysis &amp; Presentation</b> <sup>†</sup>
12-Feb-22	<b>"Go-to-Market"</b> Presentations	Review <b>"Executive Summary"</b> posted by student groups for company analysis	<b>Company Analysis &amp; Presentation</b> <sup>†</sup>
13-Feb-27	Course Wrap-up <b>"Go-to-Market"</b> Retrospective	None	TCE's Peer Evals

<sup>†</sup> The **"Go-to-Market"** plan written report is due at the time of your oral presentation. You must submit one (1) hard copy of your report plus a CD that includes both your report, PowerPoint presentation and project-related documentation (eg, library research, interviews, surveys, etc.).