Department of Marketing, Entrepreneurship, Hospitality, and Tourism (MEHT)

University of North Carolina at Greensboro

ENTREPRENEURIAL MARKETING (ON-LINE)

MKT/ENT 403

Fall Semester 2019

PROFESSOR: Dr. James S. Boles, Director of the North Carolina Sales Institute (NCSI)

OFFICE: 444 Bryan, 334-4413. The easiest way to reach me is by email at jsboles@uncg.edu. I check my email frequently. Office Hours: M/W 10:00-11:30 and by appointment

James S. Boles is a Professor of Marketing and the creator of this entrepreneurial marketing course which is modeled on a course that he developed while at Georgia State University. He has worked in sales and marketing and has developed several different businesses during his work career. He first launched and operated a guitar and amplifier shop. Later, while at Georgia State University, he launched an antiques business that he ran with his wife. In addition, Dr. Boles has engaged in consulting for many years in both marketing and sales.

Dr. Boles is the Vice President of Publications for the Academy of Marketing Science and has received a lifetime achievement award from the Sales Special Interest Group of the American Marketing Association. His research in sales and marketing has been cited over 12,000 times. He has taught executive programs for a variety of marketing and sales organizations and has consulted with firms in North America, the Caribbean, and the Middle East on various marketing, service, and sales topics.

OFFICE HOURS: I am normally in my office and available for phone or email exchanges from 10:00-11:30 on M and W. However, I am on a number of university and college committees so it is possible that I will be at a meeting during that time on some days. Outside of those times, you can email for a phone conference or an in-person visit if that is convenient. Again: my office number is 336-334-4413.

Required Materials:

1. MKTG12, Lamb, Hair, and McDaniel, Cengage Learning @2018. ISBN 978-1-305-63183-0
2. The $100 Startup, Chris Guillbeau, Currency, New York, NY @2012.
3. A small packet of readings and cases from Harvard: Here is the link to these REQUIRED MATERIALS: https://hbsp.harvard.edu/import/583315

BE SURE TO READ THE SYLLABUS THOROUGHLY. I reserve the right to change the syllabus at any time based on my assessment of class needs and schedule changes.
Course Description

This course gives students the chance to develop their knowledge and thinking about entrepreneurial opportunities by applying marketing concepts to the specific challenges of the small business, start-up, or entrepreneurial setting. The entrepreneurial environment has a number of marketing challenges that are similar, but also can be somewhat different, from those faced by large, established firms and may require the entrepreneur to apply marketing techniques in a unique way:

1. New firms face a number of challenges in pursuing their objectives. These include: having no pre-existing customer base, having to develop a customer base from nothing, having no brand recognition, and often lacking established relationships with customers.
2. New enterprises often face financial restrictions that limit their marketing budgets. Given this problem, entrepreneurs often find that many marketing tools and techniques are either ineffective or unrealistic for the firm to pursue.
3. Developing an idea and starting up a new business requires creativity and differentiation. Entrepreneurial success is in large part determined by the ability to create novel products and/or services and identify markets which have not before existed. Entrepreneurial marketing is uniquely focused on innovation/product development and creativity. These must be utilized to create something unique and novel.
4. New ventures often represent the personal values, dreams and ideas of an individual or a small group of “partners”. Thus, it is essential that this individual/group decides how to best generate the same enthusiasm in your employees that you have for the venture and communicate that enthusiasm to your customers so that they too “buy-in” to the dream.
5. The course will also cover additional marketing material that will prove beneficial to a firm as it grows. As a firm acquires more resources, a wide array of additional marketing resources and activities become feasible. Since it is my hope that your firm grows and prospers some of the materials we cover will be applicable to larger firms as opposed to a new start-up. Other materials and readings will be directly addressed to smaller start-up firms. For example, some materials such as the book The $100 Startup are focused almost exclusively on launching a small start-up. A knowledge of how to effectively sell your product/service will also be extremely beneficial whether your firm is large or small, but may be particularly important when your firm is just starting.

The course is builds on the knowledge and skills students have already gained in other classes. Specifically it will challenge the students to adapt those skills and insights to the specific challenges of the entrepreneurial situation outlined above. As a result of the emphasis on implementation challenges, the course will feature the development of a workable Marketing
Plan for a product determined by the instructor. The Marketing Plan will help the student in identifying a value proposition that resonates with various segments of the market.

Upon completion of this course, students should be able to:

- Identify the role of marketing at various stages of the entrepreneurial process;
- Identify ways in which marketing inputs can enhance the new product/service development process;
- Apply entrepreneurial thinking to market segmentation and targeting decisions;
- Develop inexpensive yet reliable and valid approaches to conduct market research for entrepreneurial concepts;
- Segment a market for a specific direct selling product and then develop a prospecting plan based on the targeted segment.
- Identify how to network and leverage resources in entrepreneurial ventures, and ways that marketing can facilitate both of these activities;
- Demonstrate entrepreneurial approaches to formulating product, price, promotional and distribution strategies and action programs;
- Design creative approaches to marketing communications under conditions of resource limitations which face many, if not most, start-ups.

The classroom pedagogy will primarily be video-taped lectures from your professor and selected video-based materials from youtube.com but will also involve extensive readings and participation in on-line discussions. In addition, there will be one written case analysis required of each student. There is a major project component of the class (The Marketing Plan) that will require working in virtual teams that will be assigned by the professor. The Marketing Plan Project will require at least some marketing research (primary, secondary, or both).

As instructor I have the following responsibilities:

1. Develop and present a well-thought-out class
2. Design my class so you can accomplish my cognitive objectives listed in the syllabus
3. Consider that it is not always your fault if you don’t understand the material.
4. Create a mutually respectful on-line learning environment.
5. Recognize that sometimes I may grade a question incorrectly and not get defensive when you politely question a grade.

As students you have the following responsibilities:

1. Prepare adequately so that your Discussion Comments further the learning of other students in the course.
2. Complete all work on time with proper thought and with consideration for your team’s deadlines.
3. Consider that it is not always the instructor’s fault when you don’t understand the material.
4. Treat others (including the instructor) with respect – this is particularly true for the class posts and working in your marketing plan team.

5. Ask questions when you don’t understand. Asking questions is a sign of maturity, not ignorance.

6. Understand that I am not trying to “nit-pick” when I grade your exams, cases, discussion contributions and Marketing Plan. However, the current economic/selling environment requires exceptionally sound and articulate communication of ideas if one is to be successful in business.

**Grading:** Grades will be based on the following system:

- **Written Case(s)**: 10%
- **Direct Selling Prospecting Plan**: 10%
- **Final Exam**: 25%
- **Quiz Scores (combined)**: 20%
- **Marketing Plan**: 20%
- **Peer Evaluation (based on a % of your Team’s Marketing Plan Grade)**: 10%
- **Participation Grade**: 5%

**Participation Grade:** Your contribution to the discussion boards is required for each module. This requires that you make at least 1 significant comment of your own based on that module’s readings, videos, lecture materials, and other reading that you are doing that is directly related to Entrepreneurial Marketing. You also must make at least 2 relevant comments about other student posts on the Discussion site. Your comments should be directed toward the material and not directed toward another student. While it is okay to debate a position on the readings or cases, it is not acceptable to direct your comments toward and individual. In other words, it is fine to disagree with a position that another student has taken as long as it is done professionally and not aggressively.

**Quizzes**

Each module will have a quiz associated with those materials. The quizzes will be primarily multiple choice and potentially may also include some short answer questions. The quizzes will cover the materials from the textbook, course readings/cases, as well as issues related to your marketing plan. You may drop the low grade from among your quiz grades. **However, I do not provide make-up quizzes. If you miss one, that is your dropped quiz grade. If you miss more than one exam, you must contact the professor to determine how best to proceed or if you need to drop the course. Therefore, it is in your best interests NOT TO MISS A QUIZ so that you can drop the low grade.**
Written Cases:

The course will have a written case component. This will consist of one, or more, case write-ups. These are team based. You are required to answer the Case Question(s) posed by your instructor in a maximum of 2 pages total. This means that you do not write up a re-hashing of case facts, but only use those facts and other information included in the case to make your argument for your decision. You are not allowed to use outside materials and these case write-up(s) will be checked for plagiarism so make sure to cite any outside source and do not share your information with colleagues. Anyone on any team found using internet information about the case(s) will receive a grade of )’0’ on the case. Therefore, make sure your team are acting in an appropriate manner since it does affect your grade.

Marketing Plan:

The marketing plan is a detailed marketing plan based on the Marketing Plan material posted for this class. You may also seek out additional information about Developing a Marketing Plan. There are any number of good reference books on the subject. However, your final written plan should follow the basic outline that I provide. It is a team project. Teams, as a rule should consist of 4 - 6 people. In no case will I create a team with more than 6 members. The marketing plan should be based on a FEASIBLE idea for the product(s) that the class is assigned. All teams will work on the same product/business so that Marketing Plans can be compared across teams. This instills some competition into the class (wow! Similar to competing in a business setting) and typically results in better projects.

Advice

Due to the nature of the course it is essential that you keep up with your readings and assignments. There is nothing more certain to negatively affect your grade than to get behind. It has been my experience that once a student gets behind during a semester, he/she rarely, if ever, fully catches up in the class.

<table>
<thead>
<tr>
<th>Final Grade Assignment Scale</th>
<th>A (93-100)</th>
<th>B+ (87-89)</th>
<th>B (83-86)</th>
<th>C+ (77-79)</th>
<th>C (73-76)</th>
<th>C- (70-72)</th>
<th>D (60-69)</th>
<th>F (&lt;60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>Outstanding Excellence</td>
<td>Mastered material</td>
<td>Tagged the bases</td>
<td>Unsatisfactory</td>
<td>Unacceptable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational equivalent</td>
<td>Promoted</td>
<td>Raise</td>
<td>No Raise</td>
<td>Reviewed</td>
<td>Fired</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Typical Percentage | 15-20% | 50-60% | 20-25% | <5% | <5%

COURSE POLICIES:

Any grade appeal must be done within 2 weeks of the posting of grades.

Students With Disabilities: Students who have a Letter of Accommodation from the Office of Disability Services should identify themselves to the instructor of this course as soon as possible. That way provisions can be made to help you become as successful as possible.

Disruptive Behavior: Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on-campus, off-campus, and on-line environments), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class or on-line. When disruptive behavior occurs in a class, the instructor will warn the student. The warning will consist of a written communication via email notifying the student that his/her behavior is disruptive and that it must cease immediately, or the student will face removal from the classes. As a business student you are expected to conduct yourself in a professional manner. If you are unsure of how to act professionally, you should err on the side of collegiality and courtesy.

Academic Integrity (Honesty): All university and college regulations concerning withdrawal and academic honesty will apply. Students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Students should be familiar with the university’s policy on issues such as plagiarism, unauthorized collaboration, falsification, and multiple submissions. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. It is expected that you have visited and read the website regarding Academic Integrity.

http://sa.uncg.edu/handbook/academic-integrity-policy/

Student Obligations
a. Students should recognize their responsibility to uphold the Academic Integrity Policy and to report apparent violations to the appropriate persons. Students who do not understand the Policy or its application to a particular assignment are responsible for raising such questions with their faculty member. By enrolling in the University, each student agrees to abide by the Academic Integrity Policy. At the faculty member’s discretion, each student may be required to attest to abiding by or sign the Academic Integrity Pledge given below on all major work submitted to an instructor. A student’s work need not be graded until he/she has signed the statement. In signing the pledge, the student indicates his/her knowledge that the Academic Integrity Policy governs his/her academic activities at the University.

Academic Integrity Pledge:

I HAVE ABIDED BY THE UNCG ACADEMIC INTEGRITY POLICY ON THIS ASSIGNMENT.

Signature_______________________________ Date________________

Regarding academic integrity in the Marketing Plan Document, it is a violation of academic integrity to claim contribution to a document where you did not contribute as you claimed. It is just as serious a violation as cheating on an exam (to give one example). For example, if you claim that you contributed fully to the final document but your peer team evaluation indicates strongly otherwise that indicates there may be a problem with your claim of full participation. I take these peer evaluations very seriously and you need to recognize the possible ramifications of claiming work that you did not really accomplish.

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>REQUIRED ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3 (9/2-6)</td>
<td>Quiz on Module 1</td>
<td>Chapter 4 Take Quiz 1</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Module 2</td>
<td>*View Video on Consumer Psychology and Coca-Cola Life</td>
<td>Readings: The $100 Startup: Chapter 2 p. 22-39 MKTG12, Chapter 6</td>
</tr>
<tr>
<td>Customers,</td>
<td>*View video on consumer decision making process</td>
<td></td>
</tr>
<tr>
<td>Targeting and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Segmenting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4 (9-9-13)</th>
<th>Quiz on Module 1</th>
<th>Chapter 4 Take Quiz 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2</td>
<td>* View Video on the Business Buying Process</td>
<td>Readings: The $100 Startup: Chapter 3, p. 40-55 MKTG12, Chapter 7</td>
</tr>
<tr>
<td>Customers,</td>
<td>*Differences Between Customer and Business Markets</td>
<td></td>
</tr>
<tr>
<td>Targeting and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Segmenting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5 (9/16-20)</th>
<th>Quiz on Module 1</th>
<th>Chapter 4 Take Quiz 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2</td>
<td>*View Jobs Video on Segmentation</td>
<td>Readings: The $100 Startup: Chapter 5, p. 74-89. MKTG12, Chapter 8</td>
</tr>
<tr>
<td>Customers,</td>
<td>*View McCarthy Video on Segmentation</td>
<td>Direct Selling Assignment Introduced</td>
</tr>
<tr>
<td>Targeting and</td>
<td>*View Video on Prospecting for Direct Selling Customers and Representatives</td>
<td>Take Quiz 2</td>
</tr>
<tr>
<td>Segmenting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6 (9/23-27)</th>
<th>Quiz on Module 1</th>
<th>Chapter 4 Take Quiz 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3</td>
<td>*View Ch. 9 Lecture on Marketing Research</td>
<td>Readings: The $100 Startup: Chapter 4, p. 56-73 MKTG12, Chapter 9</td>
</tr>
<tr>
<td>Tailoring the</td>
<td>*View video on Online Marketing Research</td>
<td></td>
</tr>
<tr>
<td>Market Offering</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7 (9/30-10/4)</th>
<th>Quiz on Module 1</th>
<th>Chapter 4 Take Quiz 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3</td>
<td>*View Lecture on Developing Products and Services</td>
<td>Readings: The $100 Startup: Chapter 6, p. 92-106 MKTG12, Chapter 11</td>
</tr>
<tr>
<td>Tailoring the Market Offering</td>
<td>*View Video on Product Development Stages</td>
<td>Mid-Term Update on Project</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Week 8 (10/7-11) Module 3 Tailoring the Market Offering</td>
<td>*View Lecture on Services Marketing</td>
<td>Readings: The $100 Startup: Chapter 7, 108-124. MKTG12, Chapter 12 &amp; Chapter 14 Take Quiz 3</td>
</tr>
<tr>
<td>Week 9 (10/14-18) Module 4 Marketing Communications, Promotions, and Social Media</td>
<td>*View Lecture on Marketing Communications Chapter 15</td>
<td>Readings: The $100 Startup: Chapter 8, p. 126-145 Chapter 9, p. 146-161 MKTG12, Chapter 15 Direct Selling Targeting and Prospecting Assignment</td>
</tr>
<tr>
<td>Week 10 (10/21-25) Module 4 Marketing Communications, Promotions, and Social Media</td>
<td>*View Lecture on Chapter 16  *View Videos on Top Super Bowl Ads</td>
<td>Readings: The $100 Startup: Chapter 10, p. 162-182 MKTG12, Chapter 16</td>
</tr>
<tr>
<td>Week 11 (10/28-11/1) Module 4 Marketing Communications, Promotions, and Social Media</td>
<td>*View Lecture on Social Media Chapter 18  *View Lecture on Social Media Planning  *View Lecture on Social Media Marketing</td>
<td>Readings: The $100 Startup: Chapter 11, p. 184-201 MKTG12, Chapter 18 Take Quiz 4 Wildfang Written Case due:</td>
</tr>
<tr>
<td>Week 12 (11/4-11/8) Module 5 Direct Selling</td>
<td>*View the Video on SPIN Selling Questions</td>
<td>Readings: The $100 Startup: Chapter 12, p. 202-227, MKTG12, Chapter 17</td>
</tr>
</tbody>
</table>
| Week 13 (11/11-15) | *View Lecture on Sales and Sales Management Chapter 17 | **Readings:**  
*The $100 Startup:* Chapter 13, p. 228-243  
**Direct Selling Assignment is Due**  
**Take Quiz 5** |
|---|---|---|
| Module 5  
*Personal Selling and Sales Management* | *View the Rackham Video on marketing and sales*  
**Direct Selling Assignment is Due**  
*View the Jeffrey Gitomer Videos on: Stop Closing Sales and...; as well as The Secret of Getting all the Referrals you Ever...*  
**Quiz on Module 5** | **Take Quiz 5** |
| Week 14 (11/18-22)  
*Strategic Pricing* | *View Video lecture on Pricing*  
*View Video on Pricing -- “Don’t make this pricing mistake: how to price your product and service”*  
**Quiz Module 6** | **Readings:**  
*MKTG12, Chapter 19*  
**Take Quiz 6** |
| Week 15  
11/25-29 | Work on Project | **Project is Due Dec. 3** |
| **Final Exam Due by Dec. 6 11:00 p.m.** | On-line Exam by Dec. 6 11:00 p.m. | Take the Exam by Dec. 6 11:00 p.m. |
MARKETING TEAM PARTICIPATION SHEET

NAME _____________________________________________

TEAM PROJECT: ______________________________________

This sheet is to be completed individually and privately by each team member prior to the final exam and emailed to Dr. Boles. Each team member’s participation evaluation sheet should be included with the team’s final project.

Using a 100 point scale, please grade each member of your team based on their contribution to the semester project. Record the grades given in the blank spaces below adjacent to each team member’s name. Include the names and grades of all individuals in your group (including yourself):

TEAM MEMBER’S NAME   |   POINTS FOR CONTRIBUTION TO FINAL PROJECT
1. _____________________ | ________ POINTS
2. _____________________ | ________ POINTS
3. _____________________ | ________ POINTS
4. _____________________ | ________ POINTS
5. _____________________ | ________ POINTS
6. _____________________ | ________ POINTS

On the space provided below (and on the back of this page if necessary) please explain the logic for the points you awarded. Please also indicate briefly the responsibilities of each team member:

Regarding academic integrity in the Marketing Plan Document, it is a violation of academic integrity to claim contribution to a document where you did not contribute as you claimed. It is just as serious a violation as cheating on an exam (to give one example). For example, if you claim that you contributed fully to the final document but your peer team evaluation indicates strongly otherwise that indicates there is a problem with your claim of full participation. I take these peer evaluations very seriously and you need to recognize the possible ramifications of claiming work that you did not really accomplish.