

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

**University of North Carolina at Greensboro**

**ENTREPRENEURIAL MARKETING (ON-LINE)**

**MKT/ENT 403**

**Fall Semester 2020**

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

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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/sound reinforcement business. Later, while at Georgia State University, he was part owner (with his wife – a landscape architect) a high-end garden antiques business. 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.

**Required Materials:**

1. *MKTG<sup>12</sup>*, Lamb, Hair, and McDaniel, Cengage Learning @2018.
2. *The \$100 Startup*, Chris Guillbeau, Currency, New York, NY @2012.  
ISBN 978-0-37-95152-6

**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 built 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:

Final Exam	20%
Quiz Scores (combined)	20%
Marketing Plan	25%
Peer Evaluation (based on a % of your Team's Marketing Plan Grade)	10%
Quantitative Analysis Case	10%
Discussion Postings	15%

**Discussion Grade:** Your contribution to the discussion boards is required for each module. This requires that you make a significant, relevant discussion 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. Simply saying that you agree with someone is not a sufficient comment to gain significant credit for your response comments. Courteous comments are expected and any abusive or dismissive comment directed toward another student will result in a reduction in your discussion grade. While it is okay to debate a position on the readings, it is not acceptable to direct your comments toward the individual. **In other words, it is fine to disagree with a position that another student has taken as long as it is done in a profession, constructive manner and not in an aggressive manner.**

### **Quizzes**

Each module will have a quiz associated with those materials. The quizzes will be primarily multiple choice but can also include other question formats and potentially may 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 will receive a grade**

of '0' for that quiz. Therefore, it is in your best interests **NOT TO MISS A QUIZ** so that you can drop the low grade.

**Marketing Plan:**

The marketing plan is a detailed marketing plan based on the Marketing Plan materials posted for this class. I will assign you to a team. 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 will consist of 4 - 6 people though due to students potentially dropping the course it is possible that a team could end up with fewer than 4 people. The assignment is such that a team of 2-3 people could do a competent marketing plan, but I use larger teams due to the time requirements for grading these projects at the end of the class. In no case will I create a team with more than 6 members. The marketing plan should be based on a FEASIBLE and Effective approach 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.

<b>Final Grade Assignment Scale</b>	<b>A (93-100)</b> <b>A- (90-92)</b>	<b>B+ (87-89)</b> <b>B (83-86)</b> <b>B- (80-82)</b>	<b>C+ (77-79)</b> <b>C (73-76)</b> <b>C- (70-72)</b>	<b>D (60-69)</b>	<b>F (&lt;60)</b>
<b>Value</b>	Outstanding Excellence	Mastered material	Tagged the bases	Unsatisfactory	Unacceptable
<b>Organizational equivalent</b>	Promoted	Raise	No Raise	Reviewed	Fired
<b>Typical Percentage</b>	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

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.**

## **Required UNCG Syllabus Language**

### **Approved by the Faculty Senate on July 1, 2020**

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or

the student may also contact [OARS](mailto:OARS@uncg.edu) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

### **Approved by the Faculty Senate Executive Committee on July 30, 2020**

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu)

### **COVID-19 Spartan Shield Video**

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://youtu.be/Mb58551qxEk>

## COURSE SCHEDULE

TIME	ACTIVITY	REQUIRED ACTIONS
Week 1 (8/17-8/23) Module 1 <i>Marketing, The Environment, and the Firm</i>	*View Course Introduction Lecture;  View My Video Lecture on Ch. 2  *View Video on Strategic Plan which include (SWOT)  *View my Lecture on Ch. 4  Watch Video on developing a Competitive Advantage	Readings: <b><i>The \$100 Startup</i></b> : read the Prologue and Chapter 14, p. 244-259.  <b>Read: MKTG12</b> , read chapter 2
Week 2 (8/24-8/30) Module 1 <i>Marketing, The Environment, and the Firm</i>	View Social Media Marketing Plan video  <b>Optional Zoom Meeting Wednesday August 26th 6:00 p.m. The Marketing Plan</b>  <b>Discussion 1 due by 8/26</b>  <b>Quiz on Module 1 due by 9/30.</b>	<b>Reading:</b>  <b><i>The \$100 Startup:</i></b> Chapter 1 p. 3-20.  <b><i>MKTG12, Chapter 3 Section 3.3-3.3d and Chapter 4</i></b>  <b>*Read Key Components of Marketing Plan</b>  <b>Read: Marketing Plan Case Topic</b>  <b>Take Quiz 1 by 9/30.</b>
Week 3 (8/31-9/6) Module 2 <i>Customers, Targeting and Segmenting</i>	*View My Video Lecture on Ch. 6.	<b>Readings:</b> <b><i>The \$100 Startup:</i></b> Chapter 2 p. 22-39  <b><i>MKTG12, Chapter 6</i></b>

	<p>*View video on consumer decision making process</p> <p><b>Discussion 2 due 9/7</b></p>	<b>Discussion 2 due 9/7</b>
<p>Week 4 (9/7-9/13) Module 2 <i>Customers, Targeting and Segmenting</i></p>	<p>*View my Video Lecture on Ch. 7</p> <p>* View Video on customer centric leadership</p> <p>* <b>Optional ZOOM Meeting on 9/8 at 6:00 p.m. Meeting is important to cover quantitative analysis and marketing math to use in your exercise on TBC Boats</b></p>	<p><b>Readings:</b> <i>The \$100 Startup: Chapter 3, p. 40-55</i> <i>MKTG12, Chapter 7</i></p> <p><b>Optional ZOOM Meeting on 9/8 at 6:00 p.m. Meeting is important to cover quantitative analysis and marketing math to use in your exercise on TBC Boats</b></p>
<p>Week 5 (9/14-9/20) Module 2 <i>Customers, Targeting and Segmenting</i></p>	<p>*View my Video Lecture on Ch. 8</p> <p>*View McCarthy Video on Segmentation</p> <p>*View the Video on segmenting customers for your direct selling business</p> <p><b>Quiz on Module 2 due 9/20</b></p>	<p><b>Readings:</b> <i>The \$100 Startup: Chapter 5, p. 74-89.</i> <i>MKTG12, Chapter 8</i></p> <p><b>Take Quiz 2 due 9/20</b></p>
<p>Week 6 (9/21-9/27) Module 3 <i>Tailoring the Market Offering</i></p>	<p>*View Ch. 9 Lecture on Marketing Research</p> <p>*View my Video Lecture on Ch. 11</p> <p>*View video on Online Marketing Research</p> <p>*View video on “The Art of Innovation” by Guy Kawasaki (last video link)</p>	<p><b>Readings:</b> <i>The \$100 Startup: Chapter 4, p. 56-73</i> <i>MKTG12, Chapter 9, 11</i></p>

	<b>Optional Zoom Session 9/22 6 p.m. on Marketing Research</b>	
Week 7 (9/28-10/4) Module 3 Tailoring the Market Offering	*View Lecture on Developing Products and Services *View Video on Product Development Stages  <b>Quantitative Analysis of TBC Boat Case is Due 10/5 at 11:59 p.m.</b>	<b>Readings:</b> <i>The \$100 Startup: Chapter 6, p. 92-106 and chapter 7.</i>  <b>Quantitative Analysis of TBC Boat Case is Due 10/5 at 11:59 p.m.</b>
Week 8 (10/5-10/11) Module 3 Tailoring the Market Offering	*View Lecture on Services Marketing View My Video Lecture on Ch. 12  View my Video Lecture on Ch. 14 <b>Quiz on Module 3 due 10/11</b>  <b>Discussion 3 due 10/11</b>	<b>Readings:</b> <i>MKTG12, Chapter 12 &amp; Chapter 14</i>  <b>Take Quiz 3</b>  <b>Post Discussion #3 by 10/11.</b>
Week 9 (10/12-10/18) Module 4 <i>Marketing Communications, Promotions, and Social Media</i>	*View my Video Lecture on Marketing Communications Chapter 15 *View Videos on Top Super Bowl Ads (last video in list)	<b>Readings:</b> <i>The \$100 Startup: Chapter 8, p. 126-145 Chapter 9, p. 146-161 MKTG12, Chapter 15</i>
Week 10 (10/19-10/25) Module 4 <i>Marketing Communications, Promotions, and Social Media</i>	*View my Video Lecture on Chapter 16  *View Video on Top 10 Misleading Marketing Tactics (next to last video)  <b>Optional Zoom Session Tuesday 10/20 – Advertising and Sales Promotion</b>	<b>Readings:</b> <i>The \$100 Startup: Chapter 10, p. 162-182</i>  <i>MKTG12, Chapter 16</i>

<p>Week 11 (10/26-11/1) Module 4 <i>Marketing Communications, Promotions, and Social Media</i></p>	<p>*View Lecture on Social Media Chapter 18</p> <p>*View Video on Social Media Planning</p> <p>*View Lecture on Social Media Marketing</p> <p><b>Discussion 4 due 11/1</b></p> <p><b>Quiz 4 Module 4 due 11/2</b></p>	<p><b>Readings:</b> <i>The \$100 Startup: Chapter 11, p. 184-201</i></p> <p><b>MKTG12, Chapter 18</b></p> <p><b>Take Quiz 4</b></p> <p><b>Discussion 4 due 11/1</b> <b>Quiz 4 Module 4 due 11/2</b></p>
<p>Week 12 (11/2-11/8) Module 5 <i>Direct Selling</i></p>	<p>*View the Video on SPIN Selling Questions</p> <p>*View my Video Lecture on Sales and Sales Management Chapter 17</p> <p><b>Optional Zoom Session Tuesday 11/3: Personal Selling – complex business-to-business customer decision making</b></p>	<p><b>Readings:</b> <i>The \$100 Startup: Chapter 12, p. 202-227,</i></p> <p><b>MKTG12, Chapter 17</b></p>
<p>Week 13 (11/9-15) Module 5 <i>Personal Selling and Sales Management</i></p>	<p>*View the Neal Rackham Video on marketing and sales</p> <p>*View the Jeffrey Gitomer Sales Training Videos on: “Stop Closing Sales...” and...; and, “The Secret of Getting all the Referrals you Ever....”</p> <p><b>Discussion 5 due 11/15</b></p> <p><b>Quiz 5 Module 5 due 11/15</b></p>	<p><b>Readings:</b> <i>The \$100 Startup: Chapter 13, p. 228-243</i></p> <p><b>Discussion 5 due 11/15</b></p> <p><b>Quiz 5 Module 5 due 11/15</b></p>
<p>Week 14 (11/16-22)</p>	<p>*View my Video Lecture on Pricing Ch. 19</p>	<p><b>Readings:</b> <i>MKTG12, Chapter 19</i></p>

<p>Module 6: <i>Strategic Pricing</i></p>	<p>*View Video on Pricing -- “Don’t make this pricing mistake: how to price your product and service” *View the Video Link on Product Pricing Strategies in Marketing <b>Comprehensive Exam covering All Modules Due Nov. 22 11:59 p.m.</b></p>	<p><b><i>Take Comprehensive Exam by Nov. 22 11:59 p.m.</i></b></p>
<p>Week 15 11/23-11/29</p>	<p>Work on Project</p>	<p><b><i>Marketing Plan Project is Due Dec. 2 11:59 p.m.</i></b></p>
<p><b>Marketing Plan Due by Dec. 2 11:59 p.m.</b> One copy from each Team should be emailed to the Professor – not submitted through the CANVAS course site.</p>	<p>The Marketing Plan Project is considered a major project so there is no test during exam week <b>by Dec. 2 11:00 p.m.</b> One copy from each Team should be emailed to the Professor – not submitted through the CANVAS course site.</p>	<p>Turn in the Marketing Plan by <b>by Dec. 2 11:00 p.m.</b> One copy from each Team should be emailed to the Professor – not submitted through the CANVAS course site.</p>

## 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):

<u>TEAM MEMBER'S NAME</u>	<u>POINTS FOR CONTRIBUTION TO FINAL PROJECT</u>
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:

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