



ENTREPRENEURIAL MARKETING

MMS 490SK

Spring 2015, Session 2

Course format: lectures, case studies, discussions

Instructor's Information

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Prerequisite(s), if applicable: none

Course Description

This course teaches students the fundamental principles of marketing utilizing a combination of lecture, case studies, and classroom discussion. Marketing is commonly and mistakenly thought of as one-way communication from one entity selling a product or service to another entity buying it. Marketing actually is a much more comprehensive process that attempts to understand the customer's needs and buying behavior, taking into account environmental, social, psychological, regulatory, and other influences of the buying process. The marketing process then seeks to define the product or service that fulfills those needs better than anyone else, and delivers the product or service in the way the customer wants to buy it. In the end the marketer does communicate the value of the product or service, but only after that value has been created within the guidance of the comprehensive marketing process.

Course Goals / Objectives

The objective of this course is to teach students how to exercise critical thinking skills and sound market research techniques to discover and understand customer wants and needs, understand the impacts of the market environment on customer behavior and product acceptance, define products that will meet customer needs, choose the right distribution channels, and price and promote the product or service effectively. In that process students will learn the importance of a broad perspective encompassing sociology, psychology, government, economics, and quantitative analysis. The course will also teach the students to understand the unique ways in which the marketing process must be tailored to an entrepreneurial environment.

Required Text(s)/Resources

Marketing for Entrepreneurs, Frederick G. Crane ISBN:9781452230047

Case studies provided by the instructor

Recommended Text(s)/Resources

None planned at this time.

Additional Materials (optional)

Students will need to have materials necessary to take notes in class. The instructor's presentations will also be posted online on Sakai.

Course Requirements / Key Evidences

The course will follow the order of the textbook. Students will be responsible for information in the textbook, supplementary material given in lecture, and concepts learned through class discussion and case studies.

Students will receive grades based on 5 quizzes, 5 cases, a midterm and a final. The quizzes will primarily consist of questions on the material covered in reading and lecture. The cases will require a written analysis in response to guide questions. The midterm and final exams will be a combination of answers to questions and a short analysis of a case. Quizzes will cover several chapters in the text and lectures, while the midterm and final will focus on integration of the individual concepts learned.

Technology Considerations, if applicable

Students must have the capability to access assignments and notifications on Sakai.

Assessment Information / Grading Procedures

Tests and quiz questions will have point weightings assigned to them. These questions will be a combination of short answer, essay, and multiple choice. Short answer and multiple choice will be graded as correct or incorrect. Responses to essay questions will be grades using the same grading rubric described below for case studies.

Case studies and readings will each have instructions and questions associated with them. There are no expectations regarding how long responses should. Gifted communicators can communicate a lot of

information and insight in an efficient manner. Others take longer. Poor communicators can provide long responses that say little. Your responses will be evaluated using the following guideline:

- Student answers each question with a correct but minimal answer: C (70+)
- Student answers each question relating it well to concepts we have learned in class – B (80+)
- Student answers each question relating it to concepts we have learned in class, and also synthesizes and communicates his or her own insights and opinions on the material - A (90+)
- Student answers each question relating it to concepts we have learned in class, synthesizes and communicates his or her own insights and opinions on the material, and demonstrates exceptional insight and understanding of the concepts that we have studied. – A+ (95+)

A grading matrix using these criteria will be given to the student along with other written feedback for each assignment. Note that the grading of written work is by nature subjective. It is possible, for example, for a response to fail to adequately answer the question asked yet show great insight into the class material. This rubric is used by the instructor as a guideline and is provided to students to aid in their understanding of how their assignment grade was determined. It is not possible or appropriate to use this template as a formula to calculate a grade or to compare grades.

I do accept appeals regarding specific grades. There are few things that I respect more than an argument that convinces me that I was wrong. Likewise, there are few things that I respect less than an argument with no substance.

Final grades will be determined as follows:

Quizzes (5 equally weighted)	35%
Cases (5 equally weighted)	25%
Midterm (1)	20 %
Final (1)	20%

Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

Readings and cases will be drawn from thinkers and situations spanning the globe. Team assignments will involve the deliberate creation of intercultural and interdisciplinary teams by the instructors. Attention in readings and class time will be devoted to the challenges and principles of team-building in these contexts. Grades for the students' team assignments and classroom participation will reflect their effort and ability to work successfully in an intercultural setting. Guidance on group work and class participation will be provided for students not accustomed to open discussion style of pedagogy.

Course Policies and Guidelines

- When an assignment is listed on the syllabus that is the date when the assignment is due, and it is due at the beginning of class.
- Students are not required to attend class with the exception of quiz days and midterms, but they are responsible for material covered in class. I do not simply repeat material covered in the texts as I assume that students who are accepted at Duke know how to read.
- I do not grade for attendance and class participation. However, late arrivals are disruptive to other students and learning is not a passive activity. Students should know that I value attendance, punctuality, and thoughtful participation in class. It is always good to know what ones professor values, especially when appealing a grade on a subjectively graded assignment.
- In a few cases (very few) I will disagree with the textbook. I will emphasize those specific cases in class. Students may choose to agree with me, the textbook, or neither, but I expect non-subjective answers on examinations to be consistent with what we discuss in class. The sole fact that an answer agrees with the book will generally not be accepted as a valid excuse.
- Students will be given questions on the textbook readings. I ask that answers be turned in but will not grade these questions. This means that students don't have to answer them if they don't want to. Answering questions is part of the learning process of thinking material into ones brain and processing that material in order to answer the questions. For some having to turn answers in also helps with self-accountability. I also helps me to understand what the class is thinking. (Note: this does NOT apply to assigned cases, only textbook readings)
- If Students are not going to be in class on a day when a case or other assignment is due, I expect for them to communicate this to me in advance of the class and to submit the assignment early. If the assignment is sent by email this should occur prior to the start of class. If email is not reliable then students should make sure that they do not wait until 30 minutes before class to finish the assignment.
- I expect assignments to be printed out and turned in on time, at the beginning of class. Assignments turned in late will automatically receive a 20% penalty. Assignments over two class periods late will not be accepted without extraordinary circumstances. If printing services are occasionally unreliable (i.e. Duke eprint) students might want to avoid waiting until the morning of class to print out assignments.

Tentative Course Outline or Schedule

Week 1

- Class and instructor introduction
- Syllabus Overview
- Course Overview
- Required Reading: Textbook Chapter 1
- Entrepreneurial Marketing and the Marketing Environment
- Required Reading: Textbook Chapter 2
- Finding and Evaluating the right market opportunity
- No New Reading
- Review and new material on Market Opportunity

Week 2

- Required Reading : Textbook Chapter 4 (note that we are skipping chapter 3 for now)
- Understanding Customers and Competition
- Quiz #1 – Chapters 1,2,4 and associated lecture material
- Case introduction and instructions on case write-ups
- Case 1 Due - Smart Phones, Silly Users, Auto Dealers
- Case Discussion
- Required Reading: Textbook Chapter 3
- Primary vs Secondary Research Mix

Week 3

- Required Reading: Chapter 5
- Market Segmentation and Positioning
- Quiz 2 Chapters 3,5
- Case Introduction
- Case 2 Due Can You Hear Me Now?
- Review for Mid Term Exam
- Mid Term Exam covering chapters 1-5, associated lectures, and cases.

Week 4

- Required Reading Chapter 6
- Defining the right product
- Defining the right product cont.
- Case introduction
- Case 3 Due – Cold Steel Ti-Lite
- Case Discussion

Week 5

- Quiz – Chapter 6 and associated lectures and cases
- Review
- Marketing Horror Stories
- Required Reading: Textbook Chapter 7
- Branding
- Required Reading: Textbook Chapter 8
- Pricing models and decisions
- Required Reading: Textbook Chapter 9
- Distribution Channel Strategy
- Case 4 due – NetEdge Pricing and Channel Strategy
- Case Discussion

Week 6

- Quiz covering chapters 7,8,9 and associated lecture and case material
- Required Reading: Textbook Chapter 10
- Promotion
- Required Reading: Textbook Chapter 11
- Marketing Plan
- Case Intro
- Case 5 due – Ocular Networks Marketing Plan
- Case Discussion
- (also, your taxes are due)

Week 7

- Quiz Chapters 10, 11, and associated lectures and cases
- Course Review
- Final Exam

Bibliography (optional)

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