

**Entrepreneurship**  
**COURSE NUMBER: 33:382:202**  
**COURSE TITLE: Marketing for Entrepreneurs and small business**

### COURSE DESCRIPTION

To develop an understanding/appreciation for:

- The role, vocabulary, and tools of marketing-with a focus on entrepreneurial organizations
- The challenges entrepreneurs face In trying to achieve business results with limited time, resources and insufficient information
- “Simulating” the pace/unpredictability of entrepreneurship

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### COURSE MATERIALS

**Course pack:** *Marketing for Entrepreneurs for Entrepreneurs and Small Business*. You may purchase hardcopy at the Rutgers Bookstore, or online through the link created in blackboard. I will email this link to everyone again-as was done in the welcome announcement prior to class

Print Edition: ISBN 10 1121615376 or ISBN 13 9781121615373

In the schedule this will be referred to as “Text” so you know when you need to read a chapter from this book.

E-book availability:

McGraw Hill e-Bookstore <https://create.mcgraw-hill.com/shop/> (if you want the e-book only.) The direct link to the e-book is <https://create.mcgraw-hill.com/shop/#/catalog/details/?isbn=9781121627871>

The e-book ISBN is different from the print edition. If you go the McGraw Hill e-bookstore—the ISBN is 9781121627871. It has my name-I didn’t author the book-I just compiled it.

“*Entrepreneurial Marketing: A Construct...*” this was emailed to you before Labor Day weekend; it will be posted in blackboard in “Session 1”. Content from this article appears on the midterm so please read/be familiar with it.

- “Clicker”

Response Card NXT with Backlight ISBN 978-1-934931-49-3 (This is a “clicker” that a number of faculty in the business school plan to use this term). You can purchase these online by visiting

You may purchase the clicker at: [Store.turningtechnologies.com](http://Store.turningtechnologies.com) then use School Code RUT2—which will reduce the price to \$40. Then visit [rebates.turningtechnologies.com](http://rebates.turningtechnologies.com) and use code RRU2. That will provide an additional discount. Otherwise, you will pay \$66 for the clicker online. **You have time to use this source if you’d like; I need you to have your clickers purchased and registered online (instructions come with the clicker) by Monday night, 9/9. That will give us time to enroll your**

clicker in the class. Clickers are mandatory-we will use them. The Rutgers bookstore also has these devices but I don't know how the pricing compares to Turning Technology's direct sales. Once you have purchased the clicker, please log into blackboard for this course-and you will see that I created a section titled "Registering your Clicker". Download the pdf in that section and follow the instructions. This must be completed by 9PM on Monday, September 9<sup>th</sup>

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## CLASS ORGANIZATION & ADMINISTRATION

I have 4 learning modalities to help you master and enjoy the material in this course:

- 1) Reading/lectures and online/multimedia and in class/online discussions--initially there's quite a bit of reading-to give you the foundation you need to solve the kinds of problems you will be asked to address
- 2) Completion of a marketing plan for a real client
- 3) Analysis and presentation of findings for various case studies
- 4) Lectures from successful guest entrepreneurs

## EXPECTATIONS – THE 10 P's

- **Presence** - to learn, you have to be here. We are all adults-and sometimes things happen to prevent attendance. You will still be responsible for the content of any class(es) you miss; I also assure you that I will notice if you do not attend the sessions conducted for your benefit by guest lecturers. Don't think that "there's no material that day-I won't show up". Successful, busy entrepreneurs have agreed to join us to share their insight, wisdom and experience for your benefit. Don't insult them by not attending. To track your attendance and participation, the clickers will be used at random points during the class as a way for me to get a sense of not just who is here, but how well you understand the material. Because the actual survey responses by clicker are anonymous when published in class, you never have to be afraid to say "I don't understand"—there are likely to be other people who also do not understand. . I am also open to questions at any time; even though the class is large - if you have a question, please raise it. I will either address it then, defer it and return to answer it later, or have an answer posted online, if necessary.
- **Preparation** - Please don't buy the course materials and then ignore them. The course content and material is for your benefit; by not investing the time to read, watch the videos, interact with your teammates, and reflect on our work together, you will be deluding yourself into thinking you can do well in the course. Entrepreneurship is an incredibly challenging and demanding discipline; it's also incredibly rewarding but it requires hard work. For this class, that means—reading assignments and coming prepared to participate in class when I ask questions and when we engage in dialogue. There is a fair amount of reading prior to the mid-term and project work thereafter. If you keep up as we go, this course will be much easier and more rewarding.
- **Punctuality** - out of respect for all of us, please plan to be on time. If you do arrive late, please minimize the "visibility" of your arrival.

- **Participation** - your grade is linked to your participation in individual and group assignments. This is for the work we do in class, and for submissions such as projects, reports, quizzes and the exam. If I give you something that's "optional," you may treat it as such. Participation can be positive and negative. If you talk or otherwise disrupt class (if a number of people talk—it's easy for everyone to be distracted), you may discover a penalty in your attendance/participation grade. **Bring your clickers to every class—you need them to earn your attendance and participation points!**
- **Politeness** - I have a few requests. No one is "invisible." I will do my utmost to keep class interesting, fun and challenging. I have learned, through years of teaching experience though, that it's impossible not to become distracted through any lesson that runs more than a few minutes. So, I need to set some limits. I need your help by:

  - *Turning off and storing your cell phone and other electronic devices during class except when otherwise explicitly allowed.* Thus, there should be no texting, IMing, emailing, etc. It's distracting and discourteous. There may be times when it will be useful to have a computer or smartphone available; if so, I will direct you to take them out and use them. Otherwise, if they are being used during class, you may be asked to store them; if the issue repeats, you may find that you are requested to turn them into a faculty member for the remainder of the class period.
  - *Raising your hand to speak during non-group discussions.* This is simply so that everyone can have an opportunity to contribute. Please DO NOT talk when others are speaking.
- **Professionalism** – Make a good faith effort to turn in high quality work. I am not asking for perfection since we all make mistakes, but that should not be an excuse for poor quality work. Your communications say a lot about your commitment to a task and the pride you take in your work, and most notably, how well you understand the assignment and can articulate a solution to the problem at hand. Thus, I suggest you:

  - *Proofread documents prior to submission for organization, completeness, grammar, spelling etc.* Review an assignment before you finalize a presentation or other project to ensure you have covered topics to your satisfaction. I emphasize this because so many people in the workplace submit sub-par memos, reports and presentations. A great way to develop a positive reputation and self-confidence is through effective communication.
  - *Take a stand in class and have a point of view.* You don't have to agree with me or other classmates on any, or every, issue. Let's plan to respectfully challenge each other. However, a simple "I agree" or "I disagree" without justification is insufficient as commentary. Be prepared to support a position through facts, reasoned analysis and clarity — in other words, think through your answers.
  - *Balance quality and quantity.* The prior point could lead you to conclude that you must be prepared to participate in everything. You should be familiar with all assignments for a class, but if others make the point you planned to make, don't worry about it. I am looking for a pattern of participation over the duration of the course.
  - *Communicate emergencies or other documentable issues.* If you have an emergency or other documentable issue/reason/obligation that conflicts with an assignment deadline, it is your responsibility to communicate the situation to me or the TA as soon as possible

(either prior to or after the deadline). Documentable means that you have, or can, obtain(ed) a doctor's or other 3<sup>rd</sup> party certifier's note. This means, if you miss an exam, I need to know if you are sick, or if you have/had an emergency, etc. - if possible prior to the test. I am not unreasonable, however, I need notification as close as possible to the due date. It is your responsibility to ensure you make up the assignment at the earliest possible date.

- **Persistence** - This class will be rigorous. You may need to take some extra time with some aspects of assignments, and you may need to reflect on some of the material to grasp it. You will find that this persistence will serve you well in this class - and what you do with what you learn afterwards.
- **Partnership** - We work together for your success. If you have a problem, communicate with me about it and let's find a solution. It also means that you have to take responsibility for your share of the learning. So, if you don't understand something, don't be embarrassed; ask a question in class, email me or come to my office hours. I am happy to spend whatever time needed to help you understand the material.
- **Pay Attention** - This means you have to follow directions. Review the course syllabus and assignment instructions—and begin your search for clarification on course content or deeper understanding by posting questions there.
- **Personal Performance** - You must own the responsibility for your success. The competition in life is intense and successful entrepreneurs know what it takes to compete-hard work and commitment to overcome obstacles in the pursuit of goals they deem worthwhile. They have a strongly developed mindset — emotionally and intellectually. Know your priorities and plan accordingly. If you “need a grade” to retain academic standing, entry to a program/major, I urge you to be prepared to invest the effort necessary for that level of achievement. If you don't write well, or can't present well, see me; there are various resources on campus available to assist you, and the benefit to you extends far beyond this class. If you make choices (within your control) during the term that negatively affect teammates, or your own responsibility for assignment completion, don't be surprised if your grade suffers. That's not punitive - it's practical. I respect the fact that you have a life outside of this class and that this is not your only course. Students who perform well in this course do so because they take it seriously and do what's required. If you take that approach, it should serve you well.

***Assessment: I use a 1,000 point scale***

- **Midterm-15%**-based on readings and class discussions. This will be a “traditional” assessment involving some combination of multiple choice, true/false and similar question types
- **Group Projects-40%**-(Groups to be assigned at the completion of the drop/add period.)Your assignment will be to work with an entrepreneurial client-provided by the instructor-and provide them with a marketing assessment and recommendations. Specifics will be provided when the project is assigned. NOTE: Your client's input will play a role in this grade:
  - 50%--group project with a client
  - 50% group case assignment
- **Individual Final Project-30%**-to be assigned after the midterm-due at the beginning of our last class session. It will involve a case study and questions assigned by the instructor

- **Class Participation/Attendance-15%**-your ability to make quality contributions to online and in-class discussions, pose questions, present, etc. To assess class participation and attendance in any given class, I may have anywhere from 10 - 20 different questions that you will be asked to answer individually by using your Clicker Nxt technology. **The number of questions and timing will vary from class to class. 40% of your clicker grade is for attendance-and the other 60% is for your performance in answering questions correctly. When we “go live” with the clickers this will be reviewed. The bottom line is-plan to come to class with your clicker-and please be prepared to answer the questions I ask the class.**

Other important points:

- This is a rigorous course-you will be expected to work hard and you will be extending your comfort zone at times. I define this as:
  - You should expect to read assigned chapters, view any videos, etc.
  - Have a point of view based on what you learn-and be prepared to express-and defend it in class
  - I give numerous opportunities-exams, presentations, projects, case analyses and in-class/online activities to enable you to demonstrate that you “get” the course material; if you focus on the instructions for assignments, study as we go along, and understand that writing, speaking and remote/asynchronous collaboration and communication are critical business and entrepreneurial marketing skills, you will be fine. If you don’t write well, or can’t present well, see me; there are various resources on campus available to assist you-and the benefit to you extends far beyond this class. I also realize that some of you test well-others perhaps not as much. So there are various types of assessments used to help you showcase your strengths
  - Rigor doesn’t have to be dry/boring or without fun; we can laugh together, and will, but also realize that there is no substitute for your effort; the greater your investment, the greater your return.
- I believe in the practical application and communication of our learning-this means:
  - Project work is **very** important—because you will have a tangible product of which you can be proud at the end of the class
  - Your ability to learn how to engage in/manage professional relationships will be crucial to your project success
  - How you apply and present your learning for the final assignment is a crucial aspect of your grade. When you submit your final, I will be judging it in the context of whether or not it demonstrates your ability to analyze and solve a marketing problem using the marketing and entrepreneurial concepts you have learned in this course
  - We take a non-traditional approach to this class. You can only demonstrate so much via memorization of content; that’s why this class focuses on integration and application-critical thinking in the face of uncertainty—because this is what entrepreneurs face. If that’s uncomfortable for you, this course will be that much more challenging for you. I need to emphasize, this is not a bad thing—it is just very different that much of what you may have been exposed to in other courses

Additionally, I am convinced that a good learning experience shows how “the dots are connected.” This course operates in two disciplines: Marketing and Entrepreneurship; both incredibly exciting and fun. More importantly, I expect to provide you with important business skills that you can use in a variety of

professional contexts.

## FINAL GRADE ASSIGNMENT

So you can get an idea of what your grade will be, based on the total number of points you score divided by 1,000. For example, if you score 850 points, you can expect a B+. In case you are wondering, I generally do not curve any grades. There are enough individual and group opportunities available to help you earn a good grade in the course.

- 90+ =A
- 85-89.99=B+
- 80-84.99=B
- 75-79.99=C+
- 70-74.99=C
- 65-69.99=D
- Below 65=F

Entrepreneurship (33:382:202)

### COURSE SCHEDULE

Class	Date	Topic	Reading/Reviews	Discussion Questions/Issues
1	1/23	Introduction (students post an online introduction in blackboard)	<ul style="list-style-type: none"> <li>• Syllabus review</li> <li>• Brief Introduction</li> </ul>	Online Introductions to content and online discussion
2	1/27	What Marketing Is/What can it Do?	Review of the Entrepreneurial Marketing Article <i>Text: Creating Customer Relationships and Value Through Marketing –Chapter i. page 2 (Page numbers are in the large grey-shaded boxes in the upper corners of each page)</i> <i>Entrepreneurial Marketing: A construct...(google scholar and link posted in Blackboard in Session 1 for discussion during class 2)</i>	Entrepreneurship and Marketing-what are they? Marketing & Cust. Needs Marketing Mix vs. Environment Relationships and Value Creation Old vs. New in relationships

3	1/30	Understanding Entrepreneurs and their Success	<i>Text: Entrepreneurial Strategy and Competitive Dynamics, Chapter ii, page 24</i> <i>Text: Chapter iii The Entrepreneurial Process, page 63</i>	Understanding entrepreneurs and the drivers of their success
4	2/3	Marketing as a Responsibility Online	<i>Text: Chapter 1, Ethical and Social Responsibility in Marketing, page 88</i> I would also encourage you to read <i>Clean Commerce is an Opportunity Sea Change</i> and the case at the end of the chapter <i>Jim Poss (page 117)</i> . It's about his founding of <i>Big Belly Solar</i> -a solar powered trash compactor which you can see right outside of the Livingston Campus Center	Legal/ethical behavior Factors that influence ethics in marketing decisions Differing concepts of social responsibility Unethical/socially irresponsible consumer behavior
5	2/6	Marketing & Organizational Strategies	<i>Text: Developing Successful Marketing &amp; Organizational Strategies, page 128</i>	2 org. & 3 strategies Values, mission, culture and goals SWOT Use of dashboards and metrics Plan vs. reality 3 Planning phases of strategic marketing Implementation and evaluation
6	2/10	Marketing Environment	<i>Text: Scanning the Marketing Environment, page 152</i> Inside IDEO (in class video)	Environmental Scanning PEST analysis tool The Competition
7	2/13	Market Research Marketing <b>CLASS IS ONLINE ONLY- WE DO NOT MEET IN PERSON</b>	<i>Text: Marketing Research: From Customer Insights to Actions, page 178</i> <i>Text: The Opportunity Creating, Shaping, Recognizing and Seizing,</i> Suggested: Read <i>Burt's Bees</i> , page 207	Market research types, variables, consideration and rationale
8	2/17	Forms of Opportunity Recognition	<i>Screening Venture Opportunities</i> <b>Exercise: Preparation for class: Find an entrepreneur and ask them how they identified the opportunity that they feel contributed to their biggest success. Use as your "interview guide" the</b>	Exercises and thinking about shaping opportunities  This will help you appreciate how entrepreneurs recognize opportunities, shape them and market their solutions

			<p><b>questions on page 252 (although they will be in the past tense when you discuss these questions with your interviewee). This will be an in-class discussion; you must come prepared in case you are selected. Whether or not you are called on in class, everyone will be required to post their interview summary in blackboard after this class. This will be a good “lead in” to your client projects that begin in the next class</b></p>	
9	2/20	Client Introductions	Your Group will meet with your clients in class and review their needs	Thinking Big-and Bigger
10	2/24	Creativity, Opportunity & Feasibility	<p>Text: <i>Small Business Ideas: Creativity, Opportunity &amp; Feasibility</i>, page 302</p> <p>Candida brush <a href="http://www.youtube.com/watch?v=JAnqh4VHINK">http://www.youtube.com/watch?v=JAnqh4VHINK</a></p> <p>Steve Jobs on Innovation <a href="http://www.fastcompany.com/article/the-innovation-secrets-of-steve-jobs">http://www.fastcompany.com/article/the-innovation-secrets-of-steve-jobs</a></p>	<p>Opportunity Sources</p> <p>Dream vs. Business Potential</p> <p>Creativity Stimulants</p> <p>Innovation Traps</p> <p>Innovation Strategies</p> <p>Feasibility Studies</p> <p>Pilot testing web businesses</p> <p>Creativity Culture</p>
11	2/27	Product & Pricing Strategy Marketing Arithmetic Break Even Analysis	<p>Text: <i>Product &amp; Pricing Strategies</i>, page 466</p> <p>Text: <i>Marketing Analysis Toolkit: Breakeven Analysis</i> page 409</p>	<p>Goods &amp; Services</p> <p>Total Offering</p> <p>New Prod. Development</p> <p>Product Life Cycle</p> <p>Elasticity/Psychology</p> <p>Pricing Strategy</p>
12	3/3	Measuring Market Opportunities	<p>introduction-TBA</p> <p>Text: <i>Measuring Market Opportunities-Forecasting &amp; Market Knowledge</i>, page 415</p>	<p>Measuring Market Opportunities</p> <p>Forecaster’s toolkit</p>
13	3/6	Segmentation: Targeting & Positioning Customer Value Proposition (CVP) (positionin	<p>Text: <i>Market Segmentation, Targeting &amp; Positioning</i>, page 342</p> <p>CVP/Positioning Statements (resource available online but you MUST be familiar with this information)</p> <p><b>First memo of client contact/research plan due</b></p>	<p>Understand/explain segmentation/uses</p> <p>Steps to segment/target mkts</p> <p>Market/product grid</p> <p>Positioning applied</p>



		g statements)		
14	3/10	Promotion & “Place” (Distribution)	<p><i>Text: Small Business Promotion: Capturing the Eyes of your Market, page 438</i></p> <p><i>Text: Small Business Distribution &amp; Location, page 472</i></p> <p>Video: Seth Godin on Spreading the Message</p>	<p>Segmentation redux</p> <p>Promotion</p> <p>Personal Selling</p> <p>CRM; Media PR</p> <p>Distribution (Place)</p>
15	3/13	Interactive and Multichannel Marketing  Exam review	<p><i>Text: Implementing Interactive and Multichannel Marketing, page 504</i></p> <p><i>Text: Using Social Media to Connect with Consumers, page 528</i></p> <p>Watch this video before class If you haven’t seen it <a href="http://www.youtube.com/watch?v=qybUFnY7Y8w">http://www.youtube.com/watch?v=qybUFnY7Y8w</a> Brief discussion of mid-term exam (I will provide a study guide)</p>	<p>Interactive Marketing-Description and Benefits</p> <p>Customer Profiles</p> <p>Product/Service Suitability</p> <p>Consumer preferences and behavior</p> <p>Cross-channel shoppers and sites</p>
16	3/24	Marketing Plans	<p><i>Text: Marketing Plans-Saying How you’ll Get Sales, page 554</i></p> <p><i>Marketing Plan-Reaching the Customer (I urge you to read this second chapter to get an understanding of basic considerations in sales forecasting; it’s available in Blackboard in a document folder for this session-use my email address as the password to access the pdf)</i></p>	
17	3/27	Exam	<b>CLASS DOES NOT MEET/THE MIDTERM WILL BE ADMINISTERED ONLINE</b>	<p>The plan’s importance</p> <p>Plan components</p>
18	3/31	Case Prep for Class	<p><b>Text: Le Bron James-Group Prep/Group Grade; page 581</b></p> <p><b>READ: How to Analyze a Case (pdf in blackboard)</b></p> <p>Groups will be selected at random to present</p> <p>Submissions must be in blackboard for all groups (I</p>	<p>Questions available on blackboard on 3/24</p>

			will create a dropbox) prior to the beginning of class	
19	4/3	Case Prep for Class	Text: W Girl/W Boy- individual case prep, page 585	Questions available on blackboard on 3/27
20	4/7	Case Prep for Class	Text: Terra Bite Lounge- individual case prep, page, 593 <b><i>Follow-up client memo; includes research plan/status</i></b>	Questions on Blackboard 3/31
21	4/10	Guest Lecture	Jeffrey Schwartz-Head of Corporate Development- Cornerstone Pharmaceuticals; Healthcare and Real Estate Entrepreneur	
22	4/14	Guest Lecture	Invited: Mark Nelson- Revelstone Labs	
23	4/17	Guest Lecture	Invited: Josh Rosenheck- Founder, <i>MarcoPolo</i>	
24	4/21	Online/Directed	Groups should finalize their client projects	
25	4/24	Group Project Presentations	1 <sup>st</sup> set of lottery groups presents to clients	
26	4/28	Group project presentations	2 <sup>nd</sup> set of lottery groups to present to clients	
27	5/1	Group Project Presentations	3 <sup>rd</sup> set of lottery groups to present to clients	
28	5/5	Group Project Presentations/  Final Project review (time permitting)	4 <sup>th</sup> set of lottery groups to present to clients  Time not spent on presentations will be devoted to any questions you have regarding your final project. Additionally, I will be available in office hours-so as you finish your client presentations-you may come to my office to discuss your final project questions	
29	5/9		Submit via Blackboard by end of what your class period	

			would be that day	
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