

**COMBINED COURSE SYLLABI
ENTREPRENEURIAL MARKETING I AND II, UNIV. OF FLORIDA**

***COURSE SYLLABUS
ENTREPRENEURIAL MARKETING I***

Semester: Fall 2016, Module 1
Course Number: MAR 6930 (1930)
Class Meets: T/Th 9:35-11:30
Meeting Room: Hough 240
Office Hours: M T, W, Th 3-5 pm
Web: www.cei.ufl.edu

Instructor: Dr. Michael Morris,
James W. Walter Clinical Chair
Office: 219 Matherly Hall
Phone: (352) 273-0329
E-mail: michael.morris@
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I. Course Pre-requisites:

Admission to M.S. in Entrepreneurship or a graduate program at UF

II. Course Overview:

This is the first in a two-part course sequence about becoming a guerrilla. It is based on a dramatically new perspective on marketing. Recent years have witnessed the use of such terms as subversive marketing, disruptive marketing, radical marketing, guerrilla marketing, viral marketing, convergence marketing and expeditionary marketing. Each reflects an alternative approach to conventional marketing. This course represents an attempt to bring together these perspectives by providing an integrative framework called “entrepreneurial marketing” (EM).

With EM, marketing is approached *not* simply as a set of tools for making sales happen, *but* as a vehicle for fundamentally redefining products and markets in ways that produce sustainable competitive advantage. EM represents a strategic type of marketing built around six core elements: opportunity, innovation, calculated risk-taking, resource leveraging, proactive behavior, and customer intensity. A continuum is involved, where marketing efforts can be less entrepreneurial or more. Conditions in the firm’s external environment drive the need for entrepreneurial marketing (turbulence, discontinuities, rapid changes in technology, economics, etc.), while management factors can hinder or facilitate the firm’s ability to demonstrate high levels of EM. Further, EM manifests itself in different ways as organizations evolve through stages of development.

In this course, we will explore how marketing and entrepreneurship affect and are affected by one another. We will examine concepts from each of these two areas to determine how they apply to, and how they can aid the practice of, the other. Hence, we will look at the **role of marketing in entrepreneurial ventures**, and the **role of entrepreneurship in marketing efforts of all firms**. Attention will be devoted to understanding why marketers resist entrepreneurship as well as the common mistakes entrepreneurs make when it comes to marketing. The distinct challenges confronting marketers in contemporary business environments will be reviewed, and a number of approaches for addressing these challenges will be identified. Implications will be drawn from the latest trends in marketing and in entrepreneurship. A number of hands-on cases will be used to

assess real world problems at the marketing-entrepreneurship interface. Students will create marketing inventions for existing businesses.

III. Course Objectives for Students:

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

- Recognize the fundamental changes taking place in markets and marketing today, and draw implications for companies of all types;
- Define how marketing can be an entrepreneurial activity within organizations;
- Apply the concepts of risk analysis and risk-taking to marketing decisions;
- Identify entrepreneurial opportunities from the emerging trends occurring in marketing practice around the world;
- Identify the role of marketing in each stage of the entrepreneurial process;
- Understand the roles of networking and resource leveraging in entrepreneurial ventures, and ways that marketing can facilitate both of these activities;
- Appreciate how marketing research can be conducted in an entrepreneurial fashion;
- Apply entrepreneurial thinking to market segmentation and targeting decisions;
- Recognize innovative ways to engage in database marketing.

IV. Textbooks and Materials (all required):

M. Schindehutte, M. Morris and L. Pitt (2008), Rethinking Marketing: An Entrepreneurial Perspective, Saddle River , NJ: Prentice-Hall.

L. Lodish, H. Morgan, S. Archambeau, J. Babin (2016), Marketing that Works: How Entrepreneurial Marketing Can Add Sustainable Value to Any Sized Company, Old Tappan, NJ: Pearson Publishing (second edition)

Cases and other readings posted on Course Website

V. Student Evaluation (see also note below regarding extra credit):

Entrepreneurial Marketing I

Class participation/contribution	15%
Case presentation or case critique**	20%
Final examination*	30%
Marketing inventions (two) ***	<u>35%</u>
	100%

*The final examination will be a thinking exam. It will involve long-answer essay answers in which students must demonstrate a) their understanding of the key frameworks, perspectives, concepts, ideas and tools introduced in the course, b) their ability to relate these frameworks, perspectives, concepts, ideas, and tools to one another, and c) their ability to creatively apply these frameworks, perspectives, concepts, ideas, and tools in differing contexts.

**As this is a two-part course sequence, each student will (as part of a two-person team) orally present their solution to one case in one part of the course (either EM I or EM 2) and in the other part they will (as a team) write up a critique of another team's oral presentation of a case).

The case presentation is an oral group presentation. Students will form into groups, and each group will present one case. All cases are in the course pack, and specific cases are presented on the date indicated in the 'Assignments' section below. An outline to guide your case presentation will be provided in class.

The case critique is a detailed written assessment by a team of another team's case solution. Here, you are focused on the extent to which you agree with their central issue, their chosen strategy, and their approach to implementing their strategy, arguing in detail what you would do differently and why.

***Students working in teams of three (or less) must put together a set of two marketing inventions (and two more if you are enrolled in Entrepreneurial Marketing II). One is due early in the course and the other at the end. Each invention must be for a particular real-world business. The inventions do not all have to be for different businesses, but at least **two** different businesses must be represented among the four inventions each student team comes up with in Entrepreneurial Marketing I and II. An invention will be defined as a truly unique and innovative approach to one element of the marketing mix. Thus, it could be a radically new approach to pricing or a completely different method for distribution. Over the two courses, each team must come up with inventions for each of the four elements of the marketing mix. A detailed explanation, justification and implementation plan must be put together for each invention. It should include costs and the estimated impact of the invention.

The following grading scale will be employed:

94-100 = A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 74-76 = C; 70-73 = C-; 67-69 = D+; 64-66 = D; 60-63 = D-; below 60 = F.

More information on UF grading policies for assigning grade points can be found in the University Catalog: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

VI. Extra Credit Opportunity:

There is an extra credit opportunity available which is voluntary. In Entrepreneurial Marketing I, students can earn up to 5 points **on their course grade** for completing a detailed *critique* (not a summary) of one of a set of books. You will be provided with a list of acceptable titles. A set of questions that must be addressed in the critique will be handed out in class.

VII. Attendance Policy:

Attendance is required. Your contribution is an important part of the learning experience gained by each of your peers. Absence means you are taking away from the class dynamic and evolving culture of the class. You are allowed a maximum of two unexcused absences. Missing more than this total will mean the forfeiture of your class participation grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

VIII. Course Format:

The learning method will involve a mix of interactive lectures, class discussions, and case presentations. The emphasis will be on developing an understanding of key concepts at the marketing and entrepreneurship interface and applying them in a wide variety of contexts.

Students are expected to come to class prepared and to make a contribution to the discussions that occur in the classroom. Contributions include asking questions, answering questions, providing examples from your own life experiences and your other courses, expressing opinions, taking positions, disagreeing with points made by the instructor or your peers, and so forth.

IX. Academic Integrity:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

X. Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

XI. Students with Special Needs

Students requesting classroom accommodation must first register with the Dean of Student Office. They will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

XII. Course Schedule and Assignments:

Key: **MW: Marketing that Works**
RM: Rethinking Marketing
(all assigned cases and readings are posted to CANVAS)

Week One 8/23 – 8/25	Introduction; Understanding entrepreneurship; The entrepreneurial mindset; Understanding Marketing; The roles of marketing in entrepreneurship and of entrepreneurship in marketing; <i>Read: RM, Chapter 1, and MW, Chapter 1 and Grateful Dead reading Case One: Howard Head and Prince (discussed by Prof. Morris)</i>
Week Two 8/30 – 9/1	The brave, new world of marketing: 21 st century conceptualizations of the marketing function; The changing role of marketing in firms; Emerging trends in marketing; Marketing as an entrepreneurial activity; Linking marketing orientation to entrepreneurial orientation; From mass

marketing to relationship marketing to one-to-one marketing; From transaction to partnerships; From sales to customer equity;

Why marketers resist innovation; Sinking vs. missing the boat: marketing and risk; Marketing and resource leveraging; The guerrilla concept;

Read: Read RM Chapter 2

*Case Two: **Eastwind Trading Company***

Week Three
9/6 – 9/8

The entrepreneurial customer; Innovation diffusion and the window of opportunity: innovators, laggards and the rest; Crossing the chasm; Leading customers rather than following them; Understanding how to analyze a market for something new (part I);

Read RM, Chapter 3 and MW, Chapter 2

*Case Three: **Clocky: The Runaway Alarm Clock***

Week Four
9/13 – 9/15

Understanding the market for something new (part II); Segmentation as analysis; segmentation as strategy; Getting out of the box when segmenting markets;

Read RM Chapter 5 and class handout on market analysis

*Case Four: **Tablet Teach***

*******first Marketing Invention is due*******

Week Five
9/20 – 9/22

Entrepreneurial market research--cheap but good techniques for conducting marketing research; Issues in and approaches to identifying customer needs; Estimating market potential for new opportunities; Database management and entrepreneurship;

Read: class handouts and RM, Chapter 4

*Case Five: **Rent the Runway***

Week Six
9/27-9/29

More on the use of databases to be more entrepreneurial with marketing efforts without it costing a fortune; The Entrepreneurial Marketing Plan;

Read: handout

*Case Six: **Calyx and Corolla***

Week Seven
10/4 - 6

Marketing strategies for entrepreneurship; Strategies vs. tactics; How marketing evolves in a company; Product/Service Strategy and Management; Differentiation:---of anything; Branding and the entrepreneurial venture; The living brand;

Read: RM, Chapters 7, 9 and MW, Chapter 13

*Case Seven: **Cirque du Soleil***

Final Examination (during exam week)

COURSE SYLLABUS

Entrepreneurial Marketing II

Semester: Fall 2016, Module 2
Course No: MAR 6930 (2A94)
Class Meets: T/Th 9:35-11:30
Meeting Room: Hough 250
Office Hours: M T, W, Th 3-5 pm
Web: www.cei.ufl.edu

Instructor: Dr. Michael Morris,
James W. Walker Clinical Chair
Office: 219 Matherly Hall
Phone: (352) 273-0329
E-mail: michael.morris@
warrington.ufl.edu

I. Course Pre-requisites:

Admission to M.S. in Entrepreneurship or a graduate program at UF

II. Course Overview:

This is the second course in a two-part course sequence. The course continues our exploration of a dramatically new perspective on marketing. Building on the emergence of such terms as subversive marketing, disruptive marketing, radical marketing, guerrilla marketing, viral marketing, convergence marketing and expeditionary marketing, we further examine an alternative approach to conventional marketing which we have termed “entrepreneurial marketing” (EM).

With EM, marketing is approached *not* simply as a set of tools for making sales happen, *but* as a vehicle for fundamentally redefining products and markets in ways that produce sustainable competitive advantage. EM represents a strategic type of marketing built around six core elements: opportunity, innovation, calculated risk-taking, resource leveraging, proactive behavior, and customer intensity. A continuum is involved, where marketing efforts can be less entrepreneurial or more. Conditions in the firm’s external environment drive the need for entrepreneurial marketing (turbulence, discontinuities, rapid changes in technology, economics, etc.), while management factors can hinder or facilitate the firm’s ability to demonstrate high levels of EM. Further, EM manifests itself in different ways as organizations evolve through stages of development.

In this second course in the sequence, we concentrate on how the conventional marketing mix elements are approached, designed and implemented based on entrepreneurial principles. A number of hands-on cases will be used to assess real world problems at the marketing-entrepreneurship interface. Students will create marketing inventions for existing businesses.

III. Course Objectives for Students:

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

- Recognize ways to design highly innovative marketing programs based that lead customers and create new markets;

- Develop entrepreneurial approaches to formulating product, price, promotional and distribution strategies and action programs;
- Identify ways in which marketing inputs can enhance the new product/service development process;
- Design creative approaches to marketing communications under conditions of severe resource limitations;
- Create effective mechanisms to evaluate the effectiveness of entrepreneurial marketing programs.

IV. Textbooks and Materials (all required):

M. Schindehutte, M. Morris and L. Pitt (2008), Rethinking Marketing: An Entrepreneurial Perspective, Saddle River , NJ: Prentice-Hall.

S. Hill and G. Rifkin (1999), Radical Marketing, Harper Business.

Cases and other readings posted on Course Website

V. Student Evaluation (see also note below regarding extra credit):

Entrepreneurial Marketing II

Class participation/contribution	15%
Case presentation or case critique**	20%
Final examination*	30%
Marketing inventions (two) ***	<u>35%</u>
	100%

*The final examination will be a thinking exam. It will involve long-answer essay answers in which students must demonstrate a) their understanding of the key frameworks, perspectives, concepts, ideas and tools introduced in the course, b) their ability to relate these frameworks, perspectives, concepts, ideas, and tools to one another, and c) their ability to creatively apply these frameworks, perspectives, concepts, ideas, and tools in differing contexts.

**As this is a two-part course sequence, each student will (as part of a two-person team) orally present their solution to one case in one part of the course (either EM I or EM 2) and in the other part they will (as a team) write up a critique of another team’s oral presentation of a case).

The case presentation is an oral group presentation. Students will form into groups, and each group will present one case. All cases are in the course pack, and specific cases are presented on the date indicated in the ‘Assignments’ section below. An outline to guide your case presentation will be provided in class.

The case critique is a written assessment by a team of another team’s case solution. Here, you are focused on the extent to which you agree with their central issue, their chosen strategy, and their approach to implementing their strategy, arguing in detail *what you would do differently* and why.

***Students working in teams of three (or less) must put together a set of two **marketing inventions**. These are in addition to the two produced during Entrepreneurial Marketing I. The

inventions are due on the last day of class. Each invention must be for a particular real-world business. The inventions do not all have to be for different businesses, but at least **two** different businesses must be represented among the four inventions each student team comes up with across Entrepreneurial Marketing I and II. An invention will be defined as a truly unique and innovative approach to one element of the marketing mix. Thus, it could be a radically new approach to pricing or a completely different method for distribution. Each team must come up with inventions for each of the four elements of the marketing mix across the two courses. A detailed explanation, justification and implementation plan must be put together for each invention. It should include costs and the estimated impact of the invention.

The following grading scale will be employed:

94-100 = A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 74-76 = C; 70-73 = C-; 67-69 = D+; 64-66 = D; 60-63 = D-; below 60 = F.

More information on UF grading policies for assigning grade points can be found in the University Catalog: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Extra Credit Opportunity:

In Entrepreneurial Marketing II, students can earn up to 5 points **on their course grade** for producing a fifth marketing invention.

Attendance Policy:

Attendance is required. Your contribution is an important part of the learning experience gained by each of your peers. Absence means you are taking away from the class dynamic and evolving culture of the class. You are allowed a maximum of two unexcused absences. Missing more than this total will mean the forfeiture of your class participation grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Course Format:

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Academic Integrity:

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or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of TAs in this class

Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Students with Special Needs

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Course Schedule and Assignments:

Key: RM1: Radical Marketing
RM2: Rethinking Marketing
(all assigned cases are posted to Sakai)

Week One 10/25 – 10/27

Synthesis of EM 1 and intro to EM 2; Product/service innovation: types and structures; The role of marketing in the new product development process; Innovation versus imitation strategies;

Marketing and operations; The entrepreneur’s operating model and its linkages to marketing decisions; The roles of capacity and quality; *Read:*

*Read: class handout and RM, Chapter 6 and MW, Chapter 10
Case Thirteen: **el Bulli***

Week Two 11/1 – 11/3

Your economic or profit model and marketing; Pricing; How to set prices; Understanding the five components of great pricing programs; Towards proactive pricing; Entrepreneurship and the pricing program;

*Read: class hand-out RM, Chapter 10 and 11 and MW, Chapter 3
Case Eight: **Zip Car***

Week Three

Intro to promotion and communications strategy; The hierarchy of

11/8 – 11/10	effects; Toward a logical communications model; Unique selling propositions; The basics of advertising, sales promotion, publicity; <i>Read: and RM Chapter 8 and MW Chapter 6</i> <i>Case Nine: Cowgirl Chocolates</i>
Week Four 11/15 – 11/17	The guerrilla revolution; Alternative media and the entrepreneur; Viral, and buzz, marketing; social media and the internet; <i>Read: RM Chapter 14 and MW Chapter 4 and 5</i> <i>Case Ten: Marquee</i>
Week Five 11/22	How to sell; Entrepreneurship and the salesforce; Entrepreneurship in personal selling; Creative approaches to relationship management; <i>Read: RM, Chapter 13 and 15 and MW, Chapters 8 and 9</i> <i>Case Eleven: Stack Brewing</i>
Week Six 11/29 – 12/1	Emerging distribution channels for the entrepreneur; Speed as strategy: Entrepreneurship, logistics and the supply chain; Push and pull marketing; <i>Read: RM, Chapter 12 and MW Chapter 7</i> <i>Case Twelve: Bonny Doon Vineyards</i>
Week Seven 12/6 – 12/8	Creative customer service; Control: assessing marketing performance; <i>Read: RM, Chapter 16</i> <i>Case Fourteen: United Breaks Guitars</i> <i>Final Examination (during exam week)</i>

GUERRILLA MARKETING CASE ANALYSIS AND ORAL PRESENTATION FORMAT

Dr. Michael Morris

- I. *Current Situation***
 - a. The Industry*
 - b. The Company*
 - c. Products/Services*
 - d. Market/Customers*
 - e. Competition*
 - f. Pricing Approach*
 - g. Current Promotional Mix*
 - h. Distribution*
 - i. Customer Service*
 - j. Macroenvironment*

- II. *SWOT Analysis (Provide strong & deep analytical insight---but summarize in 2 minutes)***
 - a. Strengths*
 - b. Weaknesses*
 - c. Opportunities*
 - d. Threats*

- III. *Central Marketing Issue in the Case (state as a question)***

- IV. *Strategic Alternatives (Be creative but relevant)***

- V. *Pros and Cons of Proposed Strategic Alternatives***

- VI. *Recommended Strategy***

- VII. *Action Plan/Implementation (be a guerrilla)(most points are lost here)***

- VIII. *Budget/Timetable***

- IX. *Tracking/Control***

NOTES: *The Current Situation is to be done by student groups on their own prior to their preparation of the case. Presentations should start with the Central Issue, and should last 20 minutes, followed by Q&A from the instructor and the class. Student presenters must hand out a copy of their SWOT analyses to all students in the class. The central issue WILL concern some sort of marketing question.*