

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

**University of North Carolina at Greensboro**

**ENTREPRENEURIAL MARKETING (ON-LINE)**

**MKT/ENT 403**

**Fall Semester 2022**

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

**OFFICE:** 444 Bryan. The best way to reach me is by email at [jsboles@uncg.edu](mailto:jsboles@uncg.edu). I check my email frequently. Office Hours via Zoom. Please make an appointment: M 12:15-1:15 and W Noon – 2:00 p.m. and at other times by appointment. When required to turn in assignments to my email address you should use [jimsb1900@gmail.com](mailto:jimsb1900@gmail.com) as the best location to turn in assignments that do not get turned in on CANVAS.

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 helped develop 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) of 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 18,000 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. *Marketing for Entrepreneurs 3<sup>rd</sup> Edition*. Frederick G. Crane, Sage Publications 2022.  
ISBN978-1-4833-9134-2
2. *BizCafe Simulation Interpretive Simulations* (Can buy at bookstore or order directly from Interpretive Simulations).
3. *The \$100 Startup*, Chris Guillbeau, Currency, New York, NY @2012.  
ISBN 978-0-37-95152-6 (may need to order on-line)

**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 the availability of students for zoom sessions.**

### **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 that will be Valued by Customers!
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 as is the BizCafe Simulation. However, both of these – and particularly the Simulation – teach some important skills for an entrepreneur to have as her/his business grows. A knowledge of how to effectively sell your product/service and manage cash flows will be extremely beneficial whether your firm is large or small, but may be particularly important when your firm is just starting and you are the primary salesperson.

The course 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 **BizCafe** simulation that requires you and your team to operate a Coffee Shop near a College for a number of weeks. This will provide you with a simulated experience of actually owning and running a business. This is valuable experience for those of you who have never had to make payroll or set a course of operation for a business. I have used simulations in my MBA classes and other undergraduate courses for many years and believe them to be a superior way of internalizing the materials covered in a course.

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 **product** .
- 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. There is a major project component of the class (The **BizCafe Simulation**) that will require working significant numbers of hours in virtual teams that will be assigned by the professor. Tests will be used as a portion of the evaluation process.

As **instructor** I have the following responsibilities:

1. Develop and present a well-thought-out class
2. Design my class so you can accomplish the 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 where applicable.
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. I expect to meet with teams who are struggling. I DO NOT provide answers, but will answer questions and provide some guidance as to what you are not doing well with regarding the simulation. If you want to meet, you need to come to the meeting prepared.
6. Understand that I am not trying to “nit-pick” when I grade your exams, cases, discussion contributions and Simulation performance. However, the current global economy 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%
Textbook & Lecture Quiz Scores (combined)	25%
BizCafe Performance relative to other teams	20%
Peer Evaluation (based on a % of your Team's BizCafe Performance Grade)	10%
BizCafe Quiz on Manual	5%
Discussion Postings	15%
BizCafe Assignments (Team-based)	5%

**Discussion Postings:** Your contribution to the discussion boards is required for each module. *This requires that you make at least 1 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 relevant comments about at least 2 other student posts on the Discussion site.* I grade them for content, original thinking, incorporation of course materials, and grammar. 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 professional, constructive manner and not in an aggressive manner.**

## Quizzes

Each of the four modules 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 the simulation. Some quiz items focus on material from the book/discussions/videos/readings while other questions will require that you apply what is learned. I allow you to drop your lowest quiz grade. **I do not provide make-up quizzes. If you miss one, that is a serious mistake as it means that missed quiz is your dropped quiz. If you miss a second quiz, the grade for that quiz is a zero (0) and it is very difficult to recover from that failure. If you plan ahead this should not be an issue.**

Planning ahead and scheduling time for important events is an entrepreneurial skill that is required of successful entrepreneurs. **It is your responsibility to make sure to do quizzes by the assigned deadline. Don't wait until the last minutes.**

### **BizCafe Simulation:**

The BizCafe Simulation was chosen because it is a fairly straightforward simulation that requires teams to make a number of choices relevant to the marketing issues that a new business could face. Teams, as a rule will consist of 3-4 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 people could do a competent job running the business but I use larger teams due to the learning that can occur during team discussions concerning marketing decisions relative to the Simulation. In no case will I create a team with more than 4 members. Your grade will depend on your performance relative to your competition. The top team will receive the best grade and it will go down from there. Depending on team performance I could have none, one or several teams receiving an A for the Simulation component of the grade. Also, if a team “quits” trying or performs very poorly, there is no lower limit for grades. **If you are struggling with the simulation, that is the time to schedule a meeting with the Professor.** While I will not tell you what to do in terms of decisions, I may be able to help you get on the right track if you are struggling. The Simulation is not an “easy” portion of the course and will be quite challenging. It will be very time consuming. If you do not have time to commit to an engaging team based project that will require weekly attention then this is not the course for you this semester.

**BizCafe Decision Log:** As your team makes decisions keep a log of your decisions. For EACH decision keep a diary type format detailing how you went about making your decisions. This should include the following items but is not limited to those items (you can add other details about your decision making that you believe is important): 1) what was your initial strategy (first week log); 2) how did each of your decisions across the weeks reflect that strategy; 3) what pieces of research did you utilize in making decisions; and, 4) how well did your decisions work and what was your response to those results in your next decision. These should be done weekly so that you can remember the details of your decision. The Log is to be kept in a Word.doc.

these should not exceed a maximum of about 2 pages per decision. You can do more, but it is not required nor expected.

**BizCafe Participation Grade:** Each student will have the opportunity to evaluate the work of their fellow team members. This grade is based on how much you contributed to the team decision making during the simulation and is derived from: ( your participation level X your team's BizCafe Grade). So, if your team members rate you a 10 out of 10 for participation and your team's simulation grade was an 83, you would get an 83 for your BizCafe participation grade. Another example: If a team's performance is graded as 75 and a person's peer evaluation is 8 out of 10 (meaning they did not fully carry their weight in the Simulation) then their participation grade would be:

$80 \times 75\% = 60\%$ . If the peer evaluation was 90 then the grade would be:

$90 \times 75\% = 67.50$

**You have 10 points for each team member. If someone performs very poorly and receives a low grade (i.e. 6 of 10) you can allocate those other 4 points to another team member or members who did more than expected.**

### **BizCafe Quiz:**

All students are required to do the BizCafe Quiz on-line in the simulation website. I do this to make sure that everyone reads the manual. The quiz has 10 questions. There is a longer quiz on the website, but I don't require this longer exam. Be sure to take this seriously as it is the easiest work you will have in this course. Additionally, reading the manual to prepare for the quiz will enhance your chances of being a useful team member and should improve your team's performance.

### **Final Exam**

The final exam is a comprehensive quiz covering all chapters and other materials covered in previous quizzes.

### **Advice**

Due to the nature of the course it is essential that you keep up with your readings, assignments, and simulation decisions. It is not a good strategy to wait until the last minute to make decisions in the BizCafe simulation nor to attempt to do your discussion posts and comments at the last possible moment. 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>	10-20%	40-60%	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.**

**Required UNCG Syllabus Language**

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



As UNCG returns to face-to-face course offerings in fall 2022, 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 may include, but are not limited to, the following depending on the situation:

- [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 in person 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](#) (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, 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**

Unless otherwise noted Quizzes and Discussions are due by 11:59 p.m. on the date noted for completion. Do not wait until the last minute since if you miss the deadline the work will not be accepted

TIME	ACTIVITY	REQUIRED ACTIONS
Week 1 (8/16-22) Module 1 <i>Marketing, The Environment, and the Firm</i>	*View Introductory lecture; View My Video Lecture on Entrepreneurial Marketing  View my Lecture on Biz Cafe	Readings: <b><i>The \$100 Startup</i></b> : read the Prologue and Chapter 14, p. 244-263.  <i>Read BizCafe Manual</i>

	<p>*View Video on Strategic Planning which includes (SWOT) Watch Video on developing a Competitive Advantage</p>	<p>Read <i>Marketing for Entrepreneurs (MFE)</i>, Chapter 1; <b>Post Discussion 1 which is your introduction video by 8/21 at 11:59.</b></p>
<p>Week 2 (8/23-29) Module 1 <i>Marketing, The Environment, and the Firm</i></p>	<p><b>BizCafe Practice Rounds</b></p> <p>View Simon Sinek's 10 rules for success</p> <p>View my lecture on Finding the Right Marketing Opportunity</p> <p><b>Optional Zoom Meeting: Tuesday August 23rd 6:00 p.m.</b></p>	<p><b>Reading:</b> <i>The \$100 Startup:</i> Chapter 1 <i>Marketing for Entrepreneurs (MFE)</i>, read <i>Chapter 2</i></p> <p><b>Take Quiz 1 9/4</b></p>
<p>Week 3 (8/30-9/5) Module 2 <i>Customers, Targeting and Segmenting, Market Research</i></p>	<p>*View My Video Lectures on Chapter 3 Marketing Research</p> <p>*View video on Online Marketing Research</p>	<p><b>Readings:</b> <i>The \$100 Startup:</i> Chapter 2 p. 22-39</p> <p><b>Read Chapter 3 on Marketing Research</b></p>

	<p><b>First BizCafe Decision due 9/16****</b></p>	<p><b>Case Quiz on BizCafe due by Sept. 5. (9/5)</b></p> <p><b>Discussion 2 due 9/15</b></p>
<p>Week 4 (9/6-12) Module 2 <i>Customers, Targeting and Segmenting, Market Research</i></p>	<p>View my lecture on Ch. 4 Understanding Customers and Competitors</p> <p>*View video on consumer decision making process</p> <p>* View Video on customer centric leadership\\</p> <p>* <b>Optional ZOOM Meeting on 9/6 at 6:00 p.m. Meeting is important to cover quantitative analysis and marketing math useful for the BizCafe Simulation</b></p>	<p><b>Readings: <i>The \$100 Startup: Chapter 3, p. 40-55</i></b></p> <p><b>Read <i>MFE Chapter 4</i></b></p> <p><b>Optional ZOOM Meeting on 9/6 at 6:00 p.m. Meeting is important to cover quantitative analysis and marketing</b></p>
<p>Week 5 (9/13-19) And Week 6 (9/20 – 9/26) Module 2 <i>Customers, Targeting and Segmenting, Market Research</i></p>	<p>View videos on segmentation:</p> <p>*View McCarthy Video on Segmentation</p> <p>*View the Video on segmenting customers for your</p>	<p><b>Readings: <i>The \$100 Startup: Chapter 5, p. 74-89.</i></b></p> <p><b><i>MFE, Chapter 5</i></b></p>

	direct selling business	<b>Take Quiz 2 due 9/25</b>
Week 7 (9/27-10/3) Module 3 Tailoring the Market Offering, Pricing, and Developing a Brand	*View Lecture on Developing Products and Services Ch. 6  *View video on “The Art of Innovation” by Guy Kawasaki (last video link)	<b>Readings:</b> <b><i>The \$100 Startup:</i></b> <i>Chapter 4, p. 56-73</i> <b><i>MFE, Chapter 6</i></b>
Week 7 (10/4-10/10) Module 3 Tailoring the Market Offering, Pricing, and Developing a Brand	*View Video on Product Development Stages  <b><i>*View my Video Lecture on Ch. 7</i></b>	<b>Readings:</b> <b><i>The \$100 Startup:</i></b> <i>Chapter 6, p. 92-106</i> <b><i>MFE, Chapter 7</i></b>
Week 8 (10/11-10/17) Module 3 Tailoring the Market Offering, Pricing, and Developing a Brand	*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><i>View My Video Lecture on Ch. 8</i></b>	<b>Readings:</b> <b><i>The \$100 Startup:</i></b> <i>Chapter 7, 108-124.</i> <b><i>MFE Chapter 8</i></b>  <b>Discussion 3 due 10/6</b>  <b>Take Quiz 3 due 10/9</b>

<p>Week 9 (10/18-24)  Module 4  <i>Marketing Communications, Promotions, and Social Media, Direct Selling, Personal Selling and Sales Management</i></p>	<p>*View my Video  Lecture on Entrepreneurial Channel Development and Supply Chain Management  Chapter 9</p>	<p><b>Readings:</b>  <i>The \$100 Startup:</i>  Chapter 8, p. 126-145  Chapter 9, p. 146-161</p> <p><i>MFE Chapter 9</i></p> <p><b>Discussion 4 due 10/20</b></p>
<p>Week 10 (10/25-10/31)  Module 4  <i>Marketing Communications, Promotions, and Social Media, Direct Selling, Personal Selling and Sales Management</i></p>	<p>*View my Video  Lecture on Chapter 10 Entrepreneurial Promotion</p> <p>*View Video on Top 10 Misleading Marketing Tactics (next to last video)</p> <p>*View Videos on Top Super Bowl Ads (last video in list)</p>	<p><b>Readings:</b>  <i>The \$100 Startup:</i>  Chapter 10, p. 162-182</p> <p><i>MFE Chapter 10</i></p>
<p>Week 11 (11/1-11/7)  Module 4  <i>Marketing Communications, Promotions, and Social Media, Direct Selling, Personal Selling and Sales Management</i></p>	<p>*View Lecture on Social Media  Chapter 11 on Social Media Marketing</p> <p>*View Video on Social Media Planning</p>	<p><b>Readings:</b>  <i>The \$100 Startup:</i>  Chapter 11, p. 184-201</p> <p><i>MFE Chapter 11</i></p> <p><b>Discussion 5 due 11/3</b></p>

<p>Week 12 (11/8-11/14)  Module 4  <i>Marketing Communications, Promotions, and Social Media, Direct Selling, Personal Selling and Sales Management</i></p>	<p>*View the Video on SPIN Selling Questions</p> <p>*View my Video Lecture on Sales and Sales Management Chapter</p>	<p><b>Readings:</b>  <b><i>The \$100 Startup:</i></b>  <i>Chapter 12, p. 202-227,</i>  <b><i>MFE, Chapter 12</i></b></p> <p><b>Quiz 4</b>  <b>Module 4 due 11/13</b></p>
<p>Week 13 (11/15-11/21)  Module 4  <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>Readings:</b>  <b><i>The \$100 Startup:</i></b>  <i>Chapter 13, p. 228-243</i></p> <p><b>Finish BizCafe Simulation by 11/19</b></p>
<p>Week 14 (11-22)  <i>Marketing Communications, Promotions, and Social Media, Direct Selling, Personal Selling and Sales Management</i></p>		
<p>Week 14 (11-22-11/27)</p>		

	THANKSGIVING BREAK THIS WEEK	
11/28-11/30	Last Week of Class	<i>Take Final Exam by Nov. 30 11:59 p.m.</i>
<i>12/5</i>		<i>BizCafe Decisions Logs due by 11:59 p.m. in a word document or PDF posted to CANVAS</i>



## MARKETING BIZCAFE TEAM PARTICIPATION SHEET

NAME \_\_\_\_\_

TEAM PROJECT: \_\_\_\_\_ BizCafe\_\_\_\_\_

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 SIMULATION PERFORMANCE</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:

**Regarding academic integrity in the BizCafe Simulation Project 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 Team Decision Making Performance 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.**