



**QUINLAN**  
SCHOOL of BUSINESS

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**MGMT 482**  
**ENTREPRENEURIAL MARKETING**  
**Fall Quarter 2018**

**Catalog Description**

This course is about the marketing challenges in an entrepreneurial firm. Entrepreneurship is the discovery, enactment and pursuit of new business opportunities. Successful execution of an entrepreneurial idea requires a sound marketing plan. In this course, we will investigate how marketing tools can enable entrepreneurs to realize the full potential of their ideas.

**Course Overview**

This course is **not** a general entrepreneurship course designed towards producing a business plan (see MGMT 481 Entrepreneurship for that objective). We focus solely on the **marketing** aspects in this course. Accordingly, at the end you produce a marketing plan instead of a more comprehensive business plan.

The following themes will arise repeatedly during our conversation:

- Flexible curiosity about the customer
- Consistency between strategy and tactics
- Experimentation

## Course Objectives and Learning Outcomes

At the end of this course, you will be able to:

- Apply basic marketing concepts in entrepreneurial settings (#22 on IDEA forms)
- Develop a marketing plan for an entrepreneurial idea (#23)
- Learn from the experiences of real-life entrepreneurs (#24)
- Solve the problem of “newness” as you develop the marketing plan (#31)

In a graduate-level entrepreneurial course, one of our objectives is to improve your ability to operate in an uncertain task environment. Entrepreneurial ventures (and many strategically significant projects in corporate world) present specific challenges due to ambiguous demands, uncertain problem situations, and lack of a road map towards successful execution. We attempt to mimic these circumstances in the course by allowing you to make major decisions about your project and assignments, instead of the instructor telling you what to do. In other words, our goal is not to teach you a well-defined skill through repetition and clear step-by-step instructions. Instead, the instructor is there to facilitate your learning by introducing you to the subject, providing guidelines, and making sure that you are not completely off the track.

## Required Materials

- **Textbook** (either version of the textbook is fine)
  - **Print:** Lodish, Morgan, Archambeau. Marketing That Works, Pearson
  - **Ebook:** Lodish, Morgan, Kallianpur. Entrepreneurial Marketing: Lessons from Wharton’s Pioneering MBA Course, John Wiley and Sons.
- Harvard Business School Cases (link on Sakai)

## Course Requirements and Grading Criteria

Your final grade is determined after adding individual scores for the following requirements.

- |   |           |
|---|-----------|
| (1) Participation                       | 22 points |
| (2) Marketing Plan group project        | 60 points |
| (3) Quizzes and write ups for the cases | 18 points |

Your final grade will depend on the total points you collect by the end of the quarter. To convert numerical scores to letter grades, I will use cut-off points based on the performance of the whole class. As a general guideline, you are not only free but also encouraged to challenge the professor in the intellectual discourse of this class. Student evaluation, however, by the nature of the subject material, is a partially subjective judgment. For the sake of fairness to all students, I am happy and willing to explain the grades however, I will not consider changing any grade after the fact, unless there is a material mistake.

**Participation:** Active participation in the class is an essential part of the learning experience. **Meaningful participation means making a contribution to our discussion, not merely talking, and it does not mean repeating case facts or simply agreeing with what others have already said.** Our interest is not in "right" or "wrong," it is whether you have made a contribution to the development of the issues under study by the class. One clear way of making a contribution is to disagree with the comments of your classmates where needed; it is not the instructor's duty alone to decide whether a remark is of value. Failure to participate and disagree where needed penalizes you and the class in these ways:

- You lose incentive to prepare the case properly; you lose the chance to develop communication skills; you deprive all of us of your insights into the case; your ideas go unevaluated by others

After each session, I record the students' participation on the following scale: 1 – said something; 2 – said something interesting; 3 – said something that really turned the discussion. Note that attending without talking scores no points.

**Marketing Plan group project:** In this project, you will write a marketing plan for an entrepreneurial venture. The instructor will share on Sakai information on the specifics of the project scheduled for this quarter.

The project for this class is not a business plan. After the second week, the product/service you plan to build will be settled. Then your focus will be on the marketing aspects of the business plan. A typical marketing plan in this course contains 5,000 – 7,000 words plus tables and charts.

The plan should incorporate class concepts and demonstrate how your learning in this class influenced your thinking as a potential entrepreneurial team member. Grading for the plan will reflect in part the "difficulty" of the plan as well as its completeness.

Deliverables:

1. Marketing Plan Presentation (20 points)
2. Marketing Plan Report (40 points)

To facilitate participation by all team members, I will conduct a peer evaluation at the end of the course. The results of the evaluation will **greatly influence** your score for the group projects. Please do the math to see that someone with perfect scores in individual assignments can fail this course if they do not contribute to the group project.

**Short quizzes for the cases:** We will have short quizzes or brief write-up exercises at the beginning of the sessions. The purpose of the quiz will be to make sure that everybody read the case fully and understood the key issues.

Cases are unlike most writing. They are not research articles, news articles, or nonfiction books. They do not make an argument or reach a conclusion. That is your job.

Skimming the case on the way to the class is useless. Read the case at least twice – once for the facts and once for analysis. The professor's job is to encourage discussion and to develop key

concepts. The professor does not, in general, directly criticize recommendations. That is your job. You must argue for your ideas, and sometimes that requires challenging the ideas of others. Learning to do this seriously but politely is a valuable skill.

The exhibits in the case often contain the most relevant information. Do not ignore them. See if some data can be mustered to support your ideas.

## **Etiquette**

Classroom etiquette is necessary, but not for moral or aesthetic purposes. It is necessary for us to create the learning atmosphere of active engagement. When a student behaves in an unprofessional manner, it consumes scarce attention resources of mine and the rest of the students that otherwise need to be fully engaged in the ongoing conversation of the class. Therefore, I ask you to follow the guidelines below.

Please be on time. Since participation is an important part of our sessions, points may be deducted for unexcused late arrivals or early departures. Please arrange your work and other obligations accordingly. Many MBA students work full-time. I understand sometimes your work obligations might conflict with the class. In those circumstances, you have my sympathy but you still end up missing a class. I will allow you take a missed quiz however; you will forfeit the opportunity for participation points. My experiences so far suggest that missing classes significantly hurts your group work as well. Please be aware that you will have to manage that if you miss a class.

It is primarily your responsibility to eliminate free-riding in group work. If you think that there is a problem in your group, you should first try to solve the problem within the group. However, if the problem cannot be resolved, then please discuss the matter with me. I need to be aware of such problems in a timely manner, if they exist, so that corrective action can be taken.

Please turn off cell phones, beepers, pagers, alarm clocks, etc. before the session starts. Any distractive behavior should also be kept to minimum. These include reading other work, email, social websites, and all non-class related web surfing. Please take my word when I say that these behaviors are distractive even when you think you are being discreet. You are not. Simple things like your body language, the synchronicity of your typing with what is going on in the discussion, and what people sitting behind you see on your laptop screen are all distractions to their learning.

## Quinlan School of Business Policies:

### **Attendance**

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students.

*Please do not confuse attendance with participation.* While on-time attendance is important, active participation in the class discussion is evaluated separately.

### **Academic Integrity**

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

## Week by Week Course Outline

### Session 1

**Submit**

**Read**

**Present**

- Cognitive flexibility

### Session 2

**Submit**

**Read**

**Present**

Chapter 1: Marketing Strategy

- Competence and marketing

### Session 3

**Submit**

In-class quiz

**Read**

Chapter 2: New Products

**Present**

- Consistency in strategic choices

### Session 4

**Submit**

**Read**

**Present**

Case: Massive Inc. (A)

- Concept testing

### Session 5

**Submit**

In-class quiz

**Read**

Chapter 3: Pricing

**Present**

Entrepreneurs

- Checking the price

**Session 6****Submit**

In-class quiz

**Read**Chapter 7: Distribution  
Case: HubSpot**Present**

Project Status

- Customer pull

**Session 7****Submit****Read**Chapter 6: Advertising  
Chapter 8: Sales**Present**

Project Status

- Communicating

**Session 8****Submit**

In-class quiz

**Read**Chapter 9: Sales cont'd  
Chapter 4: Publicity  
Chapter 5: Promotion  
Case ( CW Post / or an alternative)**Present**

Project Status

- Conviction

**Session 9****Submit****Read**Chapter 10-13: Hiring, Raising  
Capital, Brand, and Conclusion**Present**

Project Status

- Coherence

**Session 10****Submit**

Marketing Plans

**Read****Present**

Marketing Plans

**Please note:** This class may occasionally deviate from the course outline above.  
The instructor reserves the right to make changes as needed to the course syllabus.