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Jindal Global Business School  
*Course Outline*

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Course Title	Entrepreneurial Marketing
Core or Elective	Elective
Program and Batch	MBA-2, IBM-4
Semester & Academic Year	Spring 2026
Credits	1.5
Discipline/Area	Marketing
Name of the Faculty Member/Course Instructor	Prof. Anam Chaudhary
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Contact Details of Support Staff	jgbs-eo@jgu.edu.in
Faculty Member's Open Office Day/s & Time	TBD

### Introduction to the Course

Companies operating in an uncertain business environment and lacking resources often employ a flexible and adaptive marketing strategy. Such a bottom-up approach typically requires companies to gradually refine their marketing plan based on feedback from initial customers. The process of entrepreneurial marketing is a bottom-up process that begins with entrepreneurs identifying opportunities, either from experience or intuitively. Therefore, entrepreneurial marketing is more appropriate for organizations with innovative (or radical) offerings that operate in an emerging and uncertain market.

This course will give students the opportunity to understand how new or growing organizations with innovative (or radical) offerings identify (and pursue) new market opportunities, formulate effective marketing strategies, build long-term customer relationships, create a brand identity, and create a market for the offerings. In this course, we will also discuss innovative, cost-effective marketing approaches (and techniques) used by organizations with small marketing budgets. Overall, the course will prepare students to create marketing strategies (or plans) for organizations operating in a new, uncertain market or promoting innovative (new-to-market) offerings.

## Course Learning Objectives

**At the end of the course, students should be able to**

CLO1: Understand the interplay between entrepreneurship and marketing (the importance of entrepreneurial mindset in formulating and implementing marketing strategies).

CLO2: Understand and effectively apply key entrepreneurial marketing concepts to address the challenges faced by organizations with new radical (or innovative products and operating in an uncertain market and will be able to make marketing related decisions in an entrepreneurial context.

CLO3: Develop entrepreneurial marketing strategies (or plans) for organizations operating in a new, uncertain market or promoting innovative (new-to-market) offerings.

## Programme Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	<b>Technological Agility:</b> Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies
		2. Understand future technologies in business domain
2	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues
		4. Demonstrate sensitivity towards ethical issues
		5. Demonstrate sensitivity towards social issues
		6. Address societal issues
3	<b>Effective communication:</b> Ability to effectively exchange ideas and information	7. Present their ideas with clarity
		8. Prepare an organized and logical business document
		9. Use technology for effective communication

<b>4</b>	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis
		13. Evaluate alternatives
		14. Summarize and conclude
<b>5</b>	<b>Leadership:</b> Ability to take initiative, inspire and collaborate with others	15. Take initiative
		16. Contribute effectively in groups

### PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO1, PLO2, PLO3 PLO7, PLO10,	PCG1, PCG2, PCG3, PCG4	A1, A2, A3
PLO4, PLO5, PLO15	PCG2, PCG5	A1
PLO6, PLO8, PLO9, PLO11, PLO12, PLO13, PLO14, PLO15, PLO16	PCG2, PCG3, PCG4, PCG5	A2, A3
PLO10, PLO11, PLO12	PCG4	A4

### Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1: Class participation and classroom activities	10%	Individual	Continuous	PLO1, PLO2, PLO3, PLO4, PLO5, PLO7, PLO10, PLO15

A2: Group assignment (Presentation)	20%	Group	Session 10	PLO1, PLO2, PLO3, PLO6, PLO7, PLO8, PLO9, PLO10, PLO11, PLO12, PLO13, PLO14, PLO15, PLO16
A3 Final Project-Marketing plan (Presentation)	40%	Group:	Session 13/14/15	PLO1, PLO2, PLO3, PLO6, PLO7, PLO8, PLO9, PLO10, PLO11, PLO12, PLO13, PLO14, PLO15, PLO16
A4:Endterm Examination	30%	Individual	In Examination Week	PLO10, PLO11, PLO12

### Description of Assessments:

**A1. Class Participation and classroom activities:** It covers the ongoing class discussion and activities. This assessment will continue throughout the course. General conduct in classroom and the amount of contribution in class proceedings (both during lecture and group activities) – to be measured by the instructor.

**A2. Group assignment:** A group assignment will be given for which students have to work in groups on an assigned topic and give a presentation based on the marketing concepts and theories taught in the class.

**A3. Final project:** Students (in groups) should prepare a 10 slides' presentation on an assigned topic. They are expected to do thorough research on the topic and include the underlying marketing concepts, theories and examples to present their findings.

**A4. End term examination-** The end term examination will be of 30 marks for 1.5 hours. This will be an invigilated exam held on the JGU campus according to the mode decided by CoE.

### Rubrics for Assessments

#### A1. Class Participation and classroom activities

##### Meaningful contribution to Class Discussions

	7-10 points	5-7 points	3-5 points	Below 3
<b>Frequency and Quality of contribution/participation</b>	Always contributes to the discussion by raising thoughtful questions,	sometimes contributes to the discussion in the	rarely contributes to the discussion in the	never contributes to the discussion in the

	<p>analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class's perspective, and appropriately challenging assumptions and Perspectives.</p>	aforementioned ways.	aforementioned ways.	aforementioned ways.
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### A3. Rubrics for Final Project and Group Assignment (Presentation)

Criteria	Excellent 80%-100%	Satisfactory 50%-79%	Can be Improved 0%-49%
<b>Application</b>	Proper understanding of what can and can not be applied in the context along with a proper logic for the same	Some basic understanding of the applicability but not through a detailed and logical discussion	Illogical or factually wrong discussion related to the applicability of theory in the context
	Detailed discussion of the application of theory (guiding questions) to the context of the good or service chosen by the group	Some basic but inadequate discussion about the application of theory (guiding questions) to the context of the good or service chosen by the group	Glaring lack of linkage between theory and its application in the context of the good or service chosen by the group
<b>Presentation</b>	Appropriate font size and background of the slides	Small font size or jarring backgrounds	Small or inconsistent font size or fonts and backgrounds which make reading difficult

<b>Quality</b>	Logical linkage between the written and the spoken word	Some basic linkage between the content of the slide and what is being spoken	Very little or no logical link between what is on the slide and what is being spoken
	Adherence to time (Upto 10 Minutes of presenting)	Upto 12 minutes of presenting	More than 12 minutes of presenting
<b>Theoretical Understanding (Judged through Q&amp;A)</b>	A proper understanding of the concepts and ability to field questions confidently	A basic understanding of the concepts and inability to provide to-the-point answers to questions	Very nascent understanding of the concepts and tendency to skirt questions

### Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning ‘what to do’, the cases will also be used as examples of real-world phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students’ and managers’ different experiences.

### Textbook / Other Readings

We have one reference textbook for this course. And, a set of useful readings, cases and exercises have carefully been chosen for you. More books and reading material will be communicated in class.

**Textbook 1:** Marketing for entrepreneurs: Concepts and applications for new ventures (2nd edition) by Frederick G. Crane

**Textbook 2:** Entrepreneurial Marketing: How to Develop Customer Demand (3rd edition) by Edwin J. Nijssen

### Session Plan

Session Details	Topics	PLOs Covered
<b>Session No- 1</b>	<b>Introduction to Entrepreneurial Marketing</b>	PLO3, PLO4, PLO5
Objective of the session	At the end of this session you will learn:  a) A holistic perspective of entrepreneurial marketing	

	<ul style="list-style-type: none"> <li>b) Role of marketing in organizations with radically new offerings</li> <li>c) Marketing in an entrepreneurial context</li> </ul>	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• What is entrepreneurial marketing?</li> <li>• How it differs from traditional marketing.</li> <li>• Challenges faced while marketing radically new products or services.</li> </ul>	
Readings	<p><b>Textbook 1:</b> <i>Marketing for entrepreneurs: Concepts and applications for new ventures</i> (2<sup>nd</sup> edition) by Frederick G. Crane (<b>Chapter 1</b>)</p> <p><b>Textbook 2:</b> <i>Entrepreneurial Marketing: How to Develop Customer Demand</i> (3<sup>rd</sup> edition) by Edwin J. Nijssen (<b>Chapter 1</b>)</p> <p>Stokes, D. (2000). Putting entrepreneurship into marketing: the processes of entrepreneurial marketing. <i>Journal of research in marketing and entrepreneurship</i>. 2(1), 1-16.</p>	
Case Title/Number		
Pedagogy	A mix of lecture and class discussion	
<b>Session No-2</b>	<b>Identifying and understanding the market (competitors and consumers)</b>	PLO1, PLO2, PLO3, PLO7, PLO10
Objective of the session	<p>At the end of this session you will learn:</p> <ul style="list-style-type: none"> <li>a) How to analyze marketing environment and gain competitive advantage</li> <li>b) Nature and levels of competition</li> <li>c) Processes and importance of analyzing consumers (and customers) in an entrepreneurial context</li> </ul>	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Overview of the marketing environment components.</li> <li>• Tools and techniques for environmental scanning.</li> <li>• Strategies to leverage environmental insights for competitive advantage.</li> <li>• Techniques to monitor and evaluate competitor activities.</li> <li>• Tools and techniques for consumer research: qualitative and quantitative approaches.</li> <li>• Role of consumer insights in shaping entrepreneurial marketing strategies.</li> </ul>	

Readings	<b>Textbook 1:</b> <u>Marketing for entrepreneurs: Concepts and applications for new ventures</u> (2 <sup>nd</sup> edition) by Frederick G. Crane ( <b>Chapter 4</b> )  <b>Textbook 2:</b> <u>Entrepreneurial Marketing: How to Develop Customer Demand</u> (3 <sup>rd</sup> edition) by Edwin J. Nijssen ( <b>Chapter 2 and 5</b> )	
Case Title/Number		
Pedagogy	A mix of lecture, class discussion	
<b>Session No-3</b>	<b>Market Research in the Entrepreneurial Context</b>	PLO1, PLO2, PLO3, PLO7, PLO10
Objective of the session	At the end of this session you will learn:  a) Basic concepts, theories, and frameworks of market research for new and growing ventures b) Methods or techniques of market research c) Ethical considerations of designing and conducting market research	
Subtopics to be covered	<ul style="list-style-type: none"><li>• Why market research is crucial for startups and growing ventures.</li><li>• Tools and techniques for consumer research: qualitative and quantitative approaches.</li><li>• The importance of ethics in research design and execution.</li></ul>	
Readings	<b>Textbook 1:</b> <u>Marketing for entrepreneurs: Concepts and applications for new ventures</u> (2 <sup>nd</sup> edition) by Frederick G. Crane ( <b>Chapter 3</b> ) <b>Textbook 2:</b> <u>Entrepreneurial Marketing: How to Develop Customer Demand</u> (3 <sup>rd</sup> edition) by Edwin J. Nijssen ( <b>Chapter 6</b> )	
Case Title/ Number	The Utah Summer Games Marketing Research Project	
Pedagogy	A mix of lecture, class and case discussion	
<b>Session No-4</b>	<b>Segmentation, Targeting, and Positioning</b>	PLO3, PLO7, PLO10
Objective of the session	At the end of this session you will learn:  a) Understanding the concept of value b) Market segmentation: socio-geo-demographic, psychographic segmentation. c) Targeting and positioning of products	
Subtopics to be covered	<ul style="list-style-type: none"><li>• Basics of market segmentation and its</li></ul>	



	<p>importance.</p> <ul style="list-style-type: none"><li>• The process of evaluating and selecting the most viable market segments.</li><li>• Strategies to effectively position the products and brands to the target audience.</li></ul>	
Readings	<p><b>Textbook 1:</b> <i>Marketing for entrepreneurs: Concepts and applications for new ventures</i> (2<sup>nd</sup> edition) by Frederick G. Crane (<b>Chapter 3</b>)</p> <p><b>Textbook 2:</b> <i>Entrepreneurial Marketing: How to Develop Customer Demand</i> (3<sup>rd</sup> edition) by Edwin J. Nijssen (<b>Chapter 6</b>)</p>	
Case Title/ Number	Upasana: A Social Entrepreneur's Dilemma in Positioning Sustainable Fashion	
Pedagogy	A mix of lecture, class and case discussion	
<b>Session No-5</b>	<b>Developing New Products and Services</b>	PLO3, PLO7, PLO10
Objective of the session	<p>At the end of this session you will learn:</p> <ul style="list-style-type: none"><li>a) Product concept design and types of products</li><li>b) Levels of product manipulation</li><li>c) Customer orientation and product innovation interlinkage</li></ul>	
Subtopics to be covered	<ul style="list-style-type: none"><li>• Introduction to product concept design: the idea, feasibility, and development stages.</li><li>• Types and levels of products</li><li>• Importance of a customer-centric approach in product development.</li></ul>	
Readings	<p><b>Textbook 1:</b> <i>Marketing for entrepreneurs: Concepts and applications for new ventures</i> (2<sup>nd</sup> edition) by Frederick G. Crane (<b>Chapter 6</b>)</p>	
Case Title/Number		
Pedagogy	A mix of lecture, class discussion	
<b>Session No-6</b>	<b>Guest Lecture</b>	PLO3, PLO7, PLO10
Objective of the session	To expose students to real-world entrepreneurial marketing strategies and tactics through insights from an industry expert.	
Subtopics to be covered	NA	
Readings	NA	
Case Title/ Number	NA	
Pedagogy	A mix of lecture, class discussion	

<b>Session No-7</b>	<b>Building and Sustaining the Entrepreneurial Brand</b>	PLO3, PLO7, PLO10
Objective of the session	<p>At the end of this session you will learn:</p> <ul style="list-style-type: none"> <li>a) Links between value and price; how to introduce the topics of value to the customer (VTC) pricing, sharp pricing; fit between positioning, target market, and price</li> <li>b) Ways that value can be demonstrated to justify price;</li> <li>c) Provide a decision focus to pricing, through the use of a situation where there is a relatively blank slate.</li> </ul>	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The connection between perceived value and pricing.</li> <li>• Aligning product positioning with target market and pricing strategies.</li> <li>• Strategies to showcase product/service value.</li> <li>• Balancing perceived value and price for optimal acceptance.</li> <li>• Navigating pricing decisions in new or ambiguous markets.</li> </ul>	
Readings	<b>Textbook 1:</b> <i>Marketing for entrepreneurs: Concepts and applications for new ventures</i> (2 <sup>nd</sup> edition) by Frederick G. Crane ( <b>Chapter 7</b> )	
Case Title/Number	Café Niloufer: Journey from a Small Business to a Popular Upmarket Brand	
Pedagogy	A mix of lecture, class and case discussion	
<b>Session No-8</b>	<b>Entrepreneurial Pricing</b>	PLO3, PLO7, PLO10
Objective of the session	<p>At the end of this session you will learn:</p> <ul style="list-style-type: none"> <li>a) Open business models and closed-loop value chains</li> <li>b) Supply chain flows and value creation through relationship</li> <li>c) Channel design models and challenges, relationship between cost parameters and market penetration</li> </ul>	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Differences between open business models and closed-loop value chains.</li> <li>• The role of relationships in enhancing value and its effect on pricing.</li> <li>• Overview of channel design models.</li> <li>• Balancing cost parameters with strategies for market penetration.</li> </ul>	
Readings	<b>Textbook 1:</b> <i>Marketing for entrepreneurs: Concepts and applications for new ventures</i> (2 <sup>nd</sup> edition) by Frederick G. Crane ( <b>Chapter 8</b> )	

Case Title/Number		
Pedagogy	A mix of lecture, class discussion	
Session No-9	Group Assignment (Presentations)	PLO1, PLO2, PLO3, PLO6, PLO7, PLO8, PLO9, PLO10, PLO11, PLO12, PLO13, PLO14, PLO15, PLO16
Objective of the session	Assignment Presentations	
Subtopics to be covered	Student Assignments	
Readings	NA	
Case Title/Number	NA	
Pedagogy	Presentations and Discussions	
Session No-10	Sales and Distribution	PLO3, PLO7, PLO10
Objective of the session	At the end of this session you will learn:  a) Factors affecting SMEs business growth: owner- manager’s culture, available resources, company size and life stage, owner’s personal characteristics, competition. b) Cross-cultural, Internationalization Strategies and Marketing in SMEs c) Marketing decision-making and performance	
Subtopics to be covered	<ul style="list-style-type: none"><li>• Factors Affecting SMEs Growth</li><li>• Internationalization and Cross-Cultural Strategies</li><li>• Marketing Decisions and Performance</li></ul>	
Readings	Textbook 1: <i>Marketing for entrepreneurs: Concepts and applications for new ventures</i> (2 <sup>nd</sup> edition) by Frederick G. Crane ( <b>Chapter 9 and 10</b> )	
Case Title/Number		
Pedagogy	A mix of lecture, class discussion	
Session No-11	Entrepreneurial Marketing Strategy (or Plan)	PLO3, PLO7, PLO10
Objective of the session	At the end of this session you will learn:  a) The key components of an entrepreneurial marketing strategy. b) The distinctions between traditional marketing strategies and entrepreneurial marketing strategies c) how to formulate an entrepreneurial marketing strategy tailored to their	

	business’s unique needs, constraints, and opportunities.	
Subtopics to be covered	<ul style="list-style-type: none"><li>• The anatomy of an entrepreneurial marketing strategy or plan</li><li>• Key components of an entrepreneurial marketing strategy.</li><li>• Formulation of entrepreneurial marketing strategy</li></ul>	
Readings	<b>Textbook 1:</b> <i>Marketing for entrepreneurs: Concepts and applications for new ventures</i> (2 <sup>nd</sup> edition) by Frederick G. Crane ( <b>Chapter 11</b> )	
Case Title/Number	Firstcry.com's Marketing Strategy	
Pedagogy	A mix of lecture, class and case discussion	
<b>Session No-12-13</b>	<b>Final Project Presentation</b>	PLO1, PLO2,
Objective of the session	Project Presentations	PLO3, PLO6,
Subtopics to be covered	Student Projects	PLO7, PLO8,
Readings	NA	PLO9, PLO10,
Case Title & Number	NA	PLO11,
Pedagogy	Presentations and Discussions	PLO12, PLO13, PLO14, PLO15, PLO16
<b>Session 14</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	
<b>Session 15</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

\*Elective Endterm Examinations may take place in the last week of classes.

## **Disability Support**

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at [\*\*https://jgu.edu.in/disability-support-committee/\*\*](https://jgu.edu.in/disability-support-committee/)

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [\*\*disabilitysupportcommittee@jgu.edu.in\*\*](mailto:disabilitysupportcommittee@jgu.edu.in)

Disclaimer: This course outline including assessments, sessions and/or readings may be revised during the semester if such need arises.