



## COURSE SYLLABUS

# Customer-Centric Marketing in New Ventures, 7.5 credits

*Customer-Centric Marketing in New Ventures, 7,5 högskolepoäng*

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<b>Course Code:</b>	JCMG10	<b>Education Cycle:</b>	First-cycle level
<b>Confirmed by:</b>	Council for Undergraduate and Masters Education May 16, 2019	<b>Disciplinary domain:</b>	Social sciences
<b>Revised by:</b>	Examiner Jul 6, 2020	<b>Subject group:</b>	FE1
<b>Valid From:</b>	Aug 17, 2020	<b>Specialised in:</b>	G1N
<b>Version:</b>	2	<b>Main field of study:</b>	Business Administration

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### Intended Learning Outcomes (ILO)

Intended learning outcomes define the sought result of study, for each individual student who follows and completes the course. It is important to use the appropriate 'Action Verbs' in the ILO statements. Please follow the additional sub-headings:

#### Knowledge and understanding

1. Explain the concept of customer-centric value proposition
2. Describe and compare various available marketing tools suitable for start-ups and small firms, for example word-of mouth, viral and/or buzz marketing
3. Discuss the role of digitalization and social media in approaching, connecting with and influencing consumers

#### Skills and abilities

4. Create profiles (personas) of customers based on identified needs
5. Formulate marketing goals and communication strategies to present created/developed value propositions
6. Design and execute a marketing campaign of a start-up or new firm using appropriate tools, including social media, influencers, etc.

#### Judgement and approach

7. Evaluate suitability of various marketing techniques for start-ups and new firms
8. Reflect on ethical considerations related to use of customer-centric marketing as well as how use of social media for marketing purposes

### Contents

Customer-centric marketing is a requirement in the current marketplace, especially for start-ups and small firms that do not have many resources. The course combines entrepreneurial and marketing logics, that is to offer students content anchored in the idea of creating a value proposition that matches the selected customer segment of start-ups and new firms. The content of the course is centered around four main aspects: 1) the nexus of value proposition and customer segment, 2) understanding consumers and 3) novel marketing tools and techniques

suitable for start-ups and small firms, and 4) launching an entrepreneurial venture.

### **Type of instruction**

The course includes lectures, case seminars where student groups will identify/formulate the right problem and suggest a solution using tools learnt during the course, the cases are assessed on a group level. The Project work includes group work, as well as individual examination. The exam is assessed at an individual level.

The teaching is conducted in English.

### **Prerequisites**

General entry requirements and English B, Mathematics C and Civics A and required grade Passed or international equivalent.

### **Examination and grades**

The course is graded A, B, C, D, E, FX or F.

The course is examined in three elements:

Individual written exam: assesses ILOs: 1- 4 & 7- 8 and represents 2 credits

Group Cases: assesses ILOs: 3-7 and represents 2 credits

Project work, individually and in group: assesses ILOs: 4-8 and represents 3.5 credits

The grade is reported when all compulsory elements have been successfully accomplished. The final grade of the course is determined by the sum total of points for all parts of examination in the course (0-100 points). Grade is set in accordance to JIBS grading policy - A/B/C/D/E/FX.

Registration of examination:

<b>Name of the Test</b>	<b>Value</b>	<b>Grading</b>
Individual written exam	2 credits	A/B/C/D/E/FX/F
Group Cases	2 credits	A/B/C/D/E/FX/F
Project work in group and individually	3.5 credits	A/B/C/D/E/FX/F

### **Course evaluation**

It is the responsibility of the examiner to ensure that each course is evaluated. There must be course evaluators identified among the students. The evaluation is carried out continuously as well as at the end of the course, through a survey. After the course the course Examiner meets with student evaluators to discuss the survey results and possible improvements. A summary report is also created. The report is followed up by program directors and discussed with faculty and relevant others (e.g. Associate Dean of Education, Associate Dean of faculty, Director of PhD Candidates, Dean, or Director of Studies). The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course

evaluation.

## **Other information**

### **Academic integrity**

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

### **Course literature**

Barringer, Bruce & Ireland, Duane (2019). *Entrepreneurship: Successfully Launching New Ventures*, Global Edition. Pearson Education. ISBN13: 9781292255330, ISBN10: 1292255331.

A reading list associated with the specific issues will be available at the start of the course.