



ENTREPRENEURIAL MARKETING
ENTP 4330

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| <u>Fall Semester 2024</u> | |
| Class meetings/locations: Mon, Weds, 11:30-12:45 Classroom PHY 1.103 | Professor: Jon Buchwald Office: JSOM 3.419 Email: jon.buchwald@utdallas.edu Phone: 972-883-5873 |
| Office Hours: By appointment only, and may be either live or virtual | |

COURSE DESCRIPTION

This course is designed to explore key aspects of marketing from an entrepreneurial perspective in which a venture could be trying to enter an established market or develop a new one. It will provide insights into developing successful market engagement strategies and alleviate factors that inhibit adoption of a new offering or acceptance of a new entrant in a marketplace.

Firms in established and stable industries are faced with a limited set of choices – in all likelihood, the competitive landscape is reasonably well-defined, market segments are known, distribution channels have been established, and the firm’s competitive strengths and limitations are understood. Technology and market risks are minimized so competitive actions and the firm’s ability to execute are the principal areas of uncertainty. At the same time, marketing options are partially constrained by established industry structure and prior choices.

About the Instructor

Jon Buchwald began his career while studying computer science at the University of California, San Diego. As a student, he launched a software contracting business, targeted at the financial services sector. He developed online stock brokerage applications for customer service, portfolio management, message switching, and position tracking. While working and studying, he played rugby and performed standup comedy, including the San Francisco International Standup Comedy Competition.

For the last 17 years, he has been consulting on strategy, revenue growth, buying journey research, and change management for companies in software, technology, healthcare, food, financial services, and chemicals across North America, South America, and Asia. He has also developed a novel marketing technology (US patent 8165034).

His academic credentials further include an MBA from the Wharton School at the University of Pennsylvania, where he specialized in entrepreneurial management. He went on to found two companies: Infracsoft Corporation, civil engineering design technology firm in Boston, followed by BizTelligence Business Solutions, a San Francisco based company that offers strategies for businesses with annual sales between \$500,000–\$20 million.

At Infracsoft he served on its Board during its Series A and B fundraising efforts, as well as leading its initial R&D and Product Development. Infracsoft was acquired by Bentley Systems, Inc. as part of its growth strategy and is now traded on Nasdaq under the ticker BSY. Jon is an angel/early-stage investor and is a member of the Wharton Alumni Angels, serving as Enterprise Technology Lead on the Deal Screening Committee. He also is President of the Wharton Club of Dallas-Fort Worth and is on the Board of a new consumer packaged goods (CPG) venture. Outside of business, Jon enjoys collecting wines and whiskies, and is a competitive powerlifter.



STUDENT LEARNING OBJECTIVES

Entrepreneurs competing in rapidly evolving competitive environments or established firms introducing new products or services into unfamiliar or emerging markets, often face multiple unknowns (technology, market, competitive and execution risks). Entrenched competitors will jealously defend their turf while multiple new entrants will aggressively compete to establish next-generation technologies. Market definitions and customer requirements are often in a state of flux and customer confusion is high. The emerging industry may lack established technical standards, distribution channels and pricing models. Most entrepreneurial challengers will lack brand identity and name recognition and may face severe resource constraints. Although classic marketing principles (product, positioning, pricing, promotion) still apply, the context is very different, and the target is always moving. The good news is that there are relatively few constraints on marketing choices and strategies. The bad news is that each choice is critical, which limits future options and flexibility.

Often, the innovator or entrepreneur is faced with a “David and Goliath” challenge where the resources and legitimacy of incumbent(s) and established business models create substantial barriers for a challenger firm with fewer resources and capabilities. This course will examine these strategic choices through an experiential “learning by doing” format incorporating buyer and market analysis from an entrepreneurial perspective and developing market engagement strategies from the perspective of a successful growth firm.

Specifically, students will be able to:

1. Outline the choices and challenges that differentiate entrepreneurial marketing from conventional marketing, with particular emphasis on market engagement strategies for technology-based entrepreneurial ventures.
2. Summarize the concepts, tools, and theoretical frameworks used to analyze and interpret the competitive situations faced by entrepreneurial firms and develop marketing plans and strategies to achieve successful market entry.
3. Apply the concepts, tools, and frameworks presented in the readings and lectures to the analysis, interpretation, and prioritization of entrepreneurial marketing issues.
4. Develop and communicate appropriate recommendations for action with respect to entrepreneurial marketing issues and challenges.

REQUIRED TEXTBOOK AND MATERIALS

- How Customers Buy...& Why They Don't by Martyn R. Lewis, Radius Book Group, ISBN: 978-1-63576-514-4.
- Crossing The Chasm by Geoffrey A. Moore, Harper Collins Publishers, ISBN: 978-0-06-229298-8.

ELEARNING & CLASS MATERIALS

eLearning will be a method of communication regarding upcoming events, changes to the syllabus, and grades. I will provide any power point slides and other class materials (via eLearning) to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, they are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student Accessibility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).



COURSE REQUIREMENTS & GRADING POLICY:

You will embark on a journey of discovery: customer discovery, problem discovery (and pivots), and most importantly, personal discovery. This course is designed to prepare you for business situations you are likely to encounter as you enter corporate or entrepreneurial life after graduation. As such, to get the most of this course, you will be expected to:

- 1) Apply the principles taught during the course to a real-life business situation
- 2) Complete the assigned reading each week
- 3) Participate in class discussions and contribute your own insights
- 4) Collaborate with your classmates to prepare and present a team project

The assignments/evaluation will be given the following weights when determining your final grade. Note that these all build on each other, leading up to your final strategy and initial set of marketing materials. The checkpoints are important, as they are designed to help you gain feedback on your work progress and get you through the next step.

- 1) Team project that spans the length of the course in which teams choose a market offering that can be from a new or an existing company, consider how customers in the market buy, and develop: (Total of 50% for this section)*
 - a. Team formation & project definition (5%)
 - i. What company? It can be a new company you want to form or an existing company you want to study.
 - ii. What offering (product and/or service) to offer? It can be an existing product or service or something new.
 - iii. Offer to whom? Who are your target customers that should adopt your offering? If you chose an existing offering, then you should be seeking adoption from a new market or set of customers.
 - iv. Rationale – why do you think this is a good idea, and what is your theory around why your market will adopt your offering?
 - v. Research plan – how will you conduct your research – where will you obtain information about your target audience?
 - vi. Checkpoint #1 – present i-v to the class and discuss (time allotted depends on the number of teams)
 - b. Initial research (10%)
 - i. Research your target customers. You can look online at industry journals or websites, the library, or conduct your own primary research or all of the above.
 - ii. Considering the Buying Journey DNA model, how do your early adopters buy?
 - iii. How will this change as you cross the chasm and go mainstream to gain mass adoption?
 - iv. Why do you think so?
 - v. Does this change your offering or target market? How?
 - vi. Checkpoint – present i-v to the class and discuss (time allotted depends on the number of teams)
 - c. Initial strategy (15%)
 - i. Overall Market Engagement Strategy aligned to early adopter behaviors
 - ii. What will have to change in order to cross the chasm and gain mass adoption? Why?
 - iii. 4P's (Product, Price, Place, Promotion) aligned to early adopters



- iv. What will have to change in order to cross the chasm and gain mass adoption? Why?
 - v. Checkpoint – present i-iv to the class and discuss (time allotted depends on the number of teams)
- d. Final strategy & initial materials (20%)
- i. Final analysis of mainstream market and buying behaviors based on the Buying Journey DNA model? Did these change from your initial analysis? How & why?
 - ii. Mainstream market engagement strategy
 - iii. Mainstream market 4P's
 - iv. Mainstream market messaging – key messages for each stakeholder
 - v. Initial set of customer facing materials for the mainstream market – you decide what these should be; a suggested *minimum* would include well targeted offering fact sheet(s) and a basic web homepage, based on your market engagement strategy and messaging
 - vi. Final presentation that covers i-v above (time allotted depends on the number of teams)

NOTE: each team members' grade will be weighted by peer evaluations that are submitted by their teammates (form to be provided in eLearning)

- 2) Class participation** (25%)
- 3) Quizzes that test knowledge of the readings and lectures*** (25%)

*Team Project

- Purposes of this part of the class include:
 - Either helping you develop a new business idea or learn more about a company and offering that you and your teammates are interested in
 - Work in a group setting, as if you are part of a founding team or company team that is trying to get into a new market
- Teams will be formed via exercise the third week of class. Each team will choose one of the following for their team project:
 - A new venture that you would like to launch, either now or in the future (feel free to use this project for a business idea that you want to develop further)
 - A new product or service idea for an existing company (consider a company that you may want to work or intern for – this could be a door-opener)
 - Bring an existing product or service offering into a completely new market
- Target team size is 3-4 but this will depend on the final number of students enrolled
- You may continue working with a team formed in a prior or pre-requisite course (e.g., ENTP 3301), if your teammates from that course also are enrolled, and subject to any prior agreements and/or conditions from that course.
- Materials to guide you on the project deliverables will be posted in eLearning

**Participation / Preparation / Class contribution

Your participation grade is based on active participation in person, in class and posting individual and team assignments when due. Your engagement and active participation in the course will play a key part in your successful learning. Note:

- This course will not be recorded.



- You are expected to attend every class on time, stay to the end of the period, and participate in assignments and in-class discussions. I will excuse absences only in the case of **documented** illness (including a positive COVID-19 test), family emergency, religious observance, or civic obligation.
- If you miss class for religious observance or civic obligation, you must inform me no later than the first week of class.
- Most weeks, there will be reading required for the session. Class discussions are used to tie course concepts together and introduce new ones.
- Please remember that “Participation” is not just showing up, nor is it just reciting what you read...it’s about providing insightful ideas, questions and comments that are related to the subject matter

Participation will also include:

- It is expected that each student will contribute to class discussions. Therefore, attendance is required and participation in the discussion is expected.
- Only students who constructively participate in the discussions will obtain full discussion points.
- Quality and professionalism of students’ peer-to-peer feedback/comments provided throughout the semester and during presentations.
- You should treat classes as you would a professional business meeting and seek to provide insights around the material, as opposed to just re-hashing what you have read.

Why is participation important to you, your classmates, and your grade?

- Clients, colleagues, and investors will expect that you can do more than just state facts or concepts, rather interpret, or develop insights around what they mean and why they are important.
- Your classmates will learn from your insights and better develop further ones.
- HOT TIP: When reading and understanding new concepts, and contributing to discussions, always consider two questions: “So what?” and “Why?”.

***Quizzes

- Most weeks there will be a quiz based on your assigned reading and concepts we cover in class. These will be administered in person in class. Please show up prepared to take a quiz. If you have not read the materials, then you most likely will be unable to answer the questions.
- Quizzes are open book and notes, but no copying from your classmates
- If you are caught cheating on any one quiz then you will get zero credit for all quizzes, costing 25% of your grade.

As a majority of your grade will come from your participation, class engagement, and work with your team on the project, here is a note on **class culture**:

We will together create a psychologically safe class environment so we can each confidently take our own journey to learn and develop one’s own idea. While other classmates are presenting their weekly updates, the rest of the class is expected to attentively listen, engage, and react to what they see and hear. Sharing insights, experience, and contacts with each other is a key way that this course achieves results.

Yet at the same time we will push each other. Startups communicate in a dramatically different style from the university or large company culture you may be familiar with. At times it can feel brusque and impersonal, but in reality it is focused and oriented to create immediate action in time- and resource-constrained environments. We have limited time so I want to push, challenge, and question you in the hope that you will quickly learn. I will be direct, open, and tough just like the real world. This approach may seem harsh or abrupt, but it is all part of you learning to challenge yourselves quickly and objectively; to



appreciate that as solution entrepreneurs you need to learn and evolve faster than you ever imagined possible. This class pushes many people past their comfort zone as you will be receiving weekly candid critiques in front of your peers weekly. As part of the process, I will also expect you to question me (and the class), challenge our points of view if you have credible information to disagree, and engage in a real dialog.

ASSIGNMENTS & ACADEMIC CALENDAR

| Date | Agenda for THIS CLASS | Readings/Assignments |
|--|--|---|
| Week 1 8/19-21 | 8/19 Introductions & Overview of the Course Entrepreneurial vs. “Traditional” marketing 8/21 Market adoption & the chasm Class exercise – marketing a cup The entrepreneurial blind spot | Pre-read: Course Syllabus. Please read the syllabus before the first class session. <ul style="list-style-type: none"> • Crossing the Chasm – Chapter 1 |
| Week 2 8/26-8/28 | 8/26 Dynamics of early-stage markets and buyers Early market adoption Penetrating a new market Class exercise – team formation & project overview 8/28 Dynamics of mainstream markets Differences between new and mainstream markets Gaining mainstream adoption | <ul style="list-style-type: none"> • Crossing the Chasm – Chapter 2 (p33-53 – Early Markets) • Crossing the Chasm – Chapter 2 (p53-72 – Mainstream Markets) |
| Week 3 9/4 (No class on Labor Day 9/2) | 9/4 Quiz 1 Review Introduction to Outside-In Marketing Three generations of selling Establishing yourself in the marketplace Sales & marketing challenges in today’s world The relationship between sales & marketing | <ul style="list-style-type: none"> • How Customers Buy...& Why They Don’t – Chapter 1-2 • Crossing the Chasm – Chapter 3 (p75-89) |
| Week 4 9/9-11 | 9/9 Checkpoint #1 by each group (7 minutes each – 5 groups) | DUE: Team formation & project definition (please upload to eLearning by Friday 9/6, 5 PM so I can review in advance) |

| Date | Agenda for THIS CLASS | Readings/Assignments |
|---|--|--|
| | <p>Potential live business case with guest entrepreneurs</p> <p>9/11 Entrepreneurial Market Analysis Framework The six-strand Buying Journey framework Buying Journey Triggers & Dependencies The role of marketing in triggering a Buying Journey</p> | <ul style="list-style-type: none"> • How Customers Buy...& Why They Don't – Chapter 3-4 • Crossing the Chasm – Chapter 3 (89-103) |
| <p>Week 5 9/16-18</p> | <p>9/16 Buying Journey Steps Key Players and how multiple forces impact the Market Behavior Buying personas in early vs. established markets Buying personas and establishing a beachhead</p> <p>9/18 Buying Style (Guest Lecturer – Martyn Lewis)</p> | <ul style="list-style-type: none"> • How Customers Buy...& Why They Don't – Chapter 5-6 • How Customers Buy...& Why They Don't – Chapter 7 |
| <p>Week 6 9/23-25</p> | <p>9/23 Market Value Drivers and how they differ from Value Propositions The Entrepreneur's Trap What slows or stops a Buying Journey – the nine categories of Buying Concerns The slow track to revenue growth</p> <p>9/25 The critical nature of targeting Selecting the right launch point Why targeting fails Aligning targets to the organization</p> | <ul style="list-style-type: none"> • How Customers Buy...& Why They Don't – Chapter 8-9 • Crossing the Chasm – Chapter 4 |
| <p>Week 7 9/30-10/2</p> | <p>9/30 Checkpoint #2 by each group (NOTE – some presentations may be completed during the next class, but the work is due for all</p> | <p>DUE: Initial research</p> |

| Date | Agenda for THIS CLASS | Readings/Assignments |
|----------------------------|---|---|
| | 10/2 The significance of the Whole Product Your offering vs target audience Right offering, right time Defining your product path The role of Product Marketing | <ul style="list-style-type: none"> • Crossing the Chasm – Chapter 5 |
| Week 8 10/7-9 | 10/7 Fundamentals of Market Engagement Strategy Where strategy can go wrong Market Engagement Strategy and The Chasm 10/9 Harmonizing to the Market’s Buying Style The branding dilemma When to launch a new brand When buying behaviors don’t fit | <ul style="list-style-type: none"> • How Customers Buy...& Why They Don’t – Chapter 14-15 • How Customers Buy...& Why They Don’t – Chapter 16 |
| Week 9 10/14-16 | 10/14 Triggering marketing engagement or engaging in a market Motivating buyers to act Accentuating value 10/16 Maintaining buyer motivation & market engagement The role of marketing in sales opportunities Buyer engagement across The Chasm | <ul style="list-style-type: none"> • How Customers Buy...& Why They Don’t – Chapter 17 • How Customers Buy...& Why They Don’t – Chapter 18-19 |
| Week 10 10/21-23 | 10/21 Where to place your marketing efforts Overcoming friction in the Buying Journey Friction points across The Chasm Leveraging The Whole Product 10/23 Defining your competition Addressing the Alternatives Buying Concern How competition changes across The Chasm | <ul style="list-style-type: none"> • How Customers Buy...& Why They Don’t – Chapter 20 • Crossing the Chasm – Chapter 6 (p163-177) |



| Date | Agenda for THIS CLASS | Readings/Assignments |
|----------------------------|---|---|
| Week 11 10/28-30 | 10/28 Checkpoint #3 by each group (NOTE – some presentations may be completed during the next class, but the work is due for all) 10/30 Positioning for the mainstream Addressing the Implications, Fit and Change Buying Concerns (“The Silent Killers”) Positioning against the Status Quo | DUE: Initial strategy <ul style="list-style-type: none">• Crossing the Chasm – Chapter 6 (p177-212) |
| Week 12 11/4-8 | 11/4 Choosing the right place Marketing through channels Marketing and partner enablement Why partnerships fail 11/6 From Strategy to Application The 4P’s and driving the Buying Journey Strategic shifts across The Chasm | <ul style="list-style-type: none">• Crossing the Chasm – Chapter 7 • How Customers Buy...& Why They Don’t – Chapter 22-23 |
| Week 13 11/11-13 | 11/11 Marketing and the Sales Pipeline Taking a sales rep perspective Keys to Sales Enablement 11/13 Product management, marketing and evolution When is revenue “predictable”? Driving mainstream revenue growth Measuring marketing effectiveness | <ul style="list-style-type: none">• How Customers Buy...& Why They Don’t – Chapter 24 • Crossing the Chasm – Conclusion (p213-228) |
| Week 14 11/18-20 | 11/18 Developing a marketing team Marketing team evolution The Whole Product Manager Course summary, final questions 11/20 Team time/open Q&A | |



| Date | Agenda for THIS CLASS | Readings/Assignments |
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| Week 15 11/25-29 | NO CLASS – THANKSGIVING WEEK | |
| Week 16 12/2-4 | OPEN WEEK TO WORK ON YOUR PROJECT 12/4 – FINAL STRATEGY & INITIAL MATERIALS DUE | <ul style="list-style-type: none"> Crossing the Chasm – Conclusion (p229-241) <p>DUE BY WEDNESDAY 12/4 NOON CENTRAL: Final strategy & initial materials to be turned in for instructor review</p> |
| Finals Week | Presentation of final materials in lieu of a final exam | Each group will present its strategy and materials |

MORE ON GRADING POLICIES

- 1) All assignments must be turned in to eLearning before the beginning of class on the date they are due or otherwise specified. Late assignments may be penalized with a drop in scoring.
- 2) Late assignments may be penalized with a drop in scoring.
- 3) There will be no make-up quizzes nor will any be given early. Plan on doing the reading and showing up for class.
- 4) There will be no extra-credit work.
- 5) To appeal a grade, submit a typewritten request explaining your position (along with the original assignment) within 7 calendar days of receiving your grade. Document your points with the appropriate course material. After reviewing your explanation, I will either award you additional points or schedule a meeting with you to discuss the disputed issue(s). I reserve the right to re-grade the entire assignment when an appeal is submitted. This can result in a lower grade.
- 6) Cheating in any form will be prosecuted to the fullest extent permitted by the university.
- 7) Plagiarism occurs when you use another's intellectual property (words or ideas) and do not acknowledge that you have done so. Plagiarism is a very serious offense. If it is found that you have plagiarized—deliberately or inadvertently—you will face serious consequences.
- 8) The best way to avoid plagiarism is to cite your sources, both within the body of your assignment and in a bibliography of sources you used at the end of your document.
- 9) *Internet Research*: Materials gathered through research via the Internet must be cited in the same manner as more traditionally published material. Lack of such citation constitutes plagiarism.
- 10) The weighted average score calculated from the course requirements will be converted into a grade using the following cut-off points. No rounding will be applied; grades are truncated at the cut-off point. For example, a score of 83.29 results in a letter grade B-, not a B.

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| 96.7 | A+ | 93.3 | A | 90 | A- |
| 86.7 | B+ | 83.3 | B | 80 | B- |
| 76.7 | C+ | 73.3 | C | 70 | C- |
| 66.7 | D+ | 63.3 | D | 60 | D- |



MORE ON TEAM PARTICIPATION

At times teams have been formed for class projects wherein someone did not contribute significantly but expected the same grade as strong contributors. Fairness will prevail. I will compute individual grades for each group project and presentation based on the team score for each project and the group peer evaluations that each team member receives. Therefore, strong contribution to projects and regular attendance at team meetings are essential for optimal grading.

The student peer evaluation form will be provided via eLearning. Students will not directly grade (A, B, etc.) one another but will provide the instructor with feedback (with peer evaluation forms) as to the percentage of contribution of each member on a base of 100%. Individual grades may be lowered by the instructor given poor peer evaluations. Typically, the grade received by a team will be multiplied by the percentage of contribution by the team member, thus if all team members contribute equally, each will score 100% for their participation which will be the multiplier of the team score. Additional instruction regarding peer evaluation will be provided on the peer evaluation form.

Failure to complete a peer evaluation can result in a reduction in grade. Evaluations will be kept confidential. The team is accountable for warning any student who is in danger of receiving a failing peer evaluation. Failure of a team to warn a team member in a timely manner as described may invalidate negative ratings. Interim evaluations may be completed at any time during the semester and submitted to the instructor as a means of identifying a problem with a team member. At that time, the instructor will talk with all parties involved to determine what course of action may need to be taken. Please do not be afraid to discuss these problems with me individually and early on. Warnings as to failure on peer evaluations most often reverses a negative course of action on the part of a team member, but removal of a team member from a team is possible. Please handle individual team member issues with proper care, courtesy and diplomacy.

Students dropped from teams by the instructor may be required to complete group projects on their own and such removal from a team may result in a lower grade for that team member. Other options include dropping or failing the course.

OTHER COURSE POLICIES

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students. Please go to [Academic Support Resources](#) webpage for these policies.

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings



The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student Accessibility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student Accessibility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: *“As a Comet, I pledge honesty, integrity, and service in all that I do.”*

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.