Course Title: Business to Business Marketing
Course Number: MKTG 333, Section 001, Spring 2011
Course Description: Business to Business Marketing examines unique challenges and opportunities of marketing systems among suppliers, manufacturers, resellers and government.

Class Location: Innovation Hall 206
Class Meeting Time: Thursdays, 4:30 P.M. to 7:10 P.M.
Final Exam: Thursday, May 12, 2011, 4:30 P.M. to 7:15 P.M.
Instructor: Jeffrey Kulick

Contact information:
I usually return email and phone mail messages the same day I receive them.

University office: Room 140, Enterprise Hall
Telephones (leave a message at any of these numbers):
University: 703-993-2197
Home office: 703-281-2588
Cell: 703-851-6450

Fax: 703-993-1809
E-mail addresses:
University: jkulick@gmu.edu
Personal: jeff.kulick@verizon.net
Course Website: on Blackboard 9.1
Office hours: Thursday afternoons, by appointment.

Course Prerequisites
‘C’ or higher in MKTG 301 and degree status.

NOTE: Students taking Business to Business Marketing might also be interested in Sales Management (MKTG 311). Sales Management covers many complementary areas and also emphasizes the B2B customer relationships.
Course Materials
The text for the course is a custom text designed specifically for this course. It is available in softcover from the GMU bookstore or as an e-book from the publisher. If you did not receive an email discussing the options, please contact me separately. Students who purchased a new version of the text – paper or electronic – will need to supplement the text with a chapter available on reserve at the Johnson Center Library.

Because this is custom designed, we will complete all chapters. As the text introduces many concepts, you must read the chapters on a timely basis. The custom text does not repeat introductory marketing material, but features very specific topics from other texts, articles, cases and technical notes. While B2B shares many basic principles and theories as consumer marketing, there are also significant differences. You will need to read and study the text. Do not fall behind in the reading.

I highly recommended, though do not require, daily reading of the business sections of either The Washington Post or The New York Times. You should also consider a subscription to a business-oriented periodical such as The Wall Street Journal, The Financial Times, Business Week, or The Economist. Students are expected to keep up with current events in marketing and business-to-business marketing in particular. The Washington Business Journal is an extremely valuable resource.

I will provide you with additional materials from other sources during class. The materials include videotapes appropriate to the class discussion and other books, magazines, etc. The classroom discussions and presentations will be the basis for insights and understanding of key concepts.

From time to time, class work and the text will be supplemented by suggestions for outside reading. These suggested materials will be for your interest and development, and they will not be the basis for examinations.

Course objectives
Please see the Appendix for a description of how this course addresses the School of Management Undergraduate Learning Goals.

The discipline-specific goal will be emphasized, and your learning will be measured in the project and in examinations:

1. Our students will be competent in their discipline.
   You will understand how the marketing mix is used in a business-to-business context and how it is distinguished from consumer marketing.
Key subject areas include understanding the distinctions between business to business and business to consumer marketing and strategy, relationship marketing in a business to business context, basic elements of business to business segmentation and market dimensions, how marketing and selling work together in business to business marketing, and the special tools and techniques used in business to business marketing.

Your progress against these goals will be measured in the examinations and class projects.

Class structure
The course incorporates three basic elements or approaches – introduction of concepts through reading and lectures, application of these concepts through class exercises and individual assignments, and integration of the concepts through case studies and an integrated marketing communication project.

During the first classes, the emphasis will be on building a foundation through the introduction of concepts. Later classes continue to introduce new material and build on the foundation to create a comprehensive view. You will work on cases and assignments to sharpen your skills and learn how to apply and integrate concepts introduced throughout the course. Class discussion will form a crucial element to integrate the concepts. As such, class participation is essential for students to get full value from the class.

You are responsible for your learning. The quality of your learning will dramatically increase if you are well prepared for class. You will be provided with Reading Assignments to help you focus on the main concepts in the textbook chapters. Reading the text is essential; you cannot rely on the presentation slides to develop an understanding of the material and prepare for the examinations and assignments.

Class attendance and participation are expected. You will be tested on materials in the reading and class discussions.

Your learning will be evaluated in four different ways:

- Examinations. There will be two exams during the course and one final exam.
- Homework assignments. There are two individual assignments in the course.
- Group projects. Two case studies and an integrated marketing communication project will offer you the opportunity to demonstrate mastery of the key concepts, how they can be applied in B2B situations and how the concepts can be integrated.
- Class participation. See pages 5 and 6.
Grades

You may earn up to 1,000 points during the course of the class. Your grade will be determined by the total points you earn. Exams and assignments are not given letter grades.

Excellent demonstrations of understanding, application, integration and clear understanding will distinguish efforts that receive the highest points in assignments. Concise, insightful responses and comments are preferred over rambling, unfocused responses.

Points may be earned as follows:

- Individual projects
  - Market dimensions: 50 points
  - RFP response: 100 points
  - Total points from individual projects: 150 points

- Case Study Presentations
  - Case Set One: 100 points
  - Case Set Two: 100 points
  - Total points from Case Studies: 200 points

- B2B IMC Project: 200 points

- Exams
  - Exam One: 100 points
  - Exam Two: 100 points
  - Final Exam: 200 points
  - Total points from Exams: 400 points

- Class participation: 50 points

**TOTAL POINTS TO BE EARNED**: 1,000 points

Your final grade for the course will depend on the total number of points you earn:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>940 – 1,000 points</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>900 – 939 points</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>870 – 899 points</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>830 – 869 points</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>800 – 829 points</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>770 – 799 points</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>700 – 769 points</td>
<td>C</td>
<td>2.0</td>
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<tr>
<td>660 – 699 points</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>Below 600 points</td>
<td>F</td>
<td>0.0</td>
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Please note:
The University considers a B to be a good grade. The School of Management considers a B to be a good grade. I consider a B to be a good grade. I hope there are many A’s in the class, but an A is a grade that is not earned automatically.

I do not negotiate final grades. You will have many opportunities to earn points throughout the semester. Once the semester is over, I will not consider changing grades, extra credit or giving students more points because they did not earn the higher grade they wanted.

**Examinations and examination policies**

Exams will be closed-book, closed-notes, and they will consist of a variety of objective questions and short answer or essay questions. The class will review major concepts before the exam.

The exams will cover the textbook materials, supplemental materials from the class and all in-class presentations.

Any use of electronic devices during the testing times will be interpreted as a violation of the University Honor Code. These devices include portable music players, cellular phones, electronic translators, calculators and similar devices. Any student using such devices during an exam or any form of cheating during the exam will result in a grade of zero for the test.

Consistent with University policy, only provable, i.e., documented, absences due to personal illness or family emergencies constitute acceptable absences for missing exams. If an examination is missed, you must make up the exam within one week. Unless you have made prior arrangements, a missed exam will result in a penalty of 10 percent of the total for the examination.

Please note the date and time for all exams.

*You must read the text. Lecture, notes and summaries will help you understand the text, but they cannot be considered an adequate substitute for reading the text.*

**Specific responsibilities**

To meet the course objectives, you will use reading, assignments, project, discussion and research. Emphasis will be placed on learning and applying theories and techniques to a variety of situations.

Attendance is expected. Much of the material will be developed in class and in discussion.
If there are emergencies or unavoidable absences, you should contact me prior to the class. You must arrange to get handouts and assignments from fellow students or the class website.

Detailed class and reading assignments will be made during the course. Cases for each chapter will be identified prior to the class. Assignments will be posted on the class website.

Class participation
Exercises and discussion will be a part of almost all classes. All students are expected to be prepared for discussions and to participate in them.

Marketing and management are enhanced by dialogue, and this class will be greatly enhanced when students actively participate. Discussion and dialogue are essential to develop communication skills and explore topics in depth.

Class participation will be worth up to 50 points toward the course grade. You will be evaluated on participation including both speaking and listening, demonstrating the ability to evaluate others’ comments constructively, demonstrating familiarity with assigned readings and working effectively in class.

To earn the full points, you should:

- Volunteer examples, insights and responses in class.
- Demonstrate having read assignments, thought about the questions and analyzed materials.
- Build on the comments of others — disagreeing where appropriate but also supporting the comments and integrating viewpoints.
- Share expertise and experiences relevant to the discussion.
- Comment on the substance and topic of the classes demonstrating integration of the materials.

Not everyone likes speaking up in a class situation. If, however, a student does not enter into the discussions, there is no way to tell if he or she is learning or understanding the concepts presented. Each student is expected to contribute. You cannot participate if you do not attend class.

Written materials
All written reports should be neatly typed, legible and free of errors in grammar and spelling. Reports should have a title page showing a title for the report, course name and number,
date due and the student’s name. Pages should be numbered, and if the assignment is more than two pages, sections with titles.

All work is due at the beginning of the class on the due date. Late work will not be accepted unless specific, prior arrangements have been made with the instructor. If accepted late, late work will receive a lower grade. All work must be completed by the final examination.

You will receive a specific assignment on the course-long project. You will be required to do some research on the product and country of choice. You should be able to complete a great deal of this using the electronic databases available at the University Libraries.

**Resources**
The Writing Center is a valuable resource for students. If you are unfamiliar with business writing, or if your writing skills are not as strong as you’d like, please plan a little extra time to get help with the Writing Center. Your writing will be part of the grading for the journal.

**Students with Disabilities**
If you are a student with a disability and you need academic accommodations, please see me and contact The Offices of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS.

**Community Standards of Behavior**
The mission of the School of Management at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the SOM community. In doing so, they agree to abide by the following Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence.
SOM can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the SOM.

Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

**George Mason University Honor Code**

Students are reminded of their responsibilities under the George Mason University Honor Code. It is understood that the students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically—cheating and attempted cheating, plagiarism, lying and stealing.

Students are also evaluated individually. While individuals may wish to consult, analyze and discuss their work with others, the student is responsible for ensuring he or she complies with the Honor Code.

The following paragraph is taken from [http://academicintegrity.gmu.edu/honorcode](http://academicintegrity.gmu.edu/honorcode)

> Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

I take the Honor Code seriously. I will be glad to discuss any of the Honor Code definitions or implications. It is the responsibility of each student as well as the faculty to ensure the Honor Code is upheld.
# Matrix Showing Key Topics, Textbook Reading Schedule, Assignment Due Dates and Exam Schedule

Events that will be graded are in **bold face**. Classes meet from 4:30 P.M. to 7:10 P.M.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Student activities</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Relationship marketing and sales</td>
<td><em>Relationship Selling and Sales Management</em>, Johnston and Marshal, Chapter 3: Value Creation in Buyer—Seller Relationships; <em>Business Marketing: Understand What Customers Value</em>, Anderson and Narus, HBR 98601</td>
<td><strong>Homework assignment to locate B2B firms and customers due</strong> Begin RFP Assignment (individual)</td>
</tr>
<tr>
<td>02;</td>
<td>Feb. 10</td>
<td>Creating value through relationships; value chain; lifetime value; creating value in selling; delighting customers; value and research</td>
<td><em>Business Marketing: Connecting Strategy, Relationships, and Learning</em>, 3rd Edition, Dwyer and Tanner, Chapter 2: The Character of Business Marketing; Case Set #1 Barco Projection Systems (A): Worldwide Niche Marketing (HBR 9-591-133) or CMR Enterprises (HBR9-501-012)</td>
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<tr>
<td></td>
<td></td>
<td>Market coordination; supply chain management; relationship management; CRM; preferences; Relationship Development Model; safeguarding relationships</td>
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<tr>
<td>03;</td>
<td>Feb. 17</td>
<td>The B2B Market</td>
<td><strong>Exam One</strong></td>
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<td>B2B segmenting; demographics; operating variable; purchasing approaches; situational factors; buyers; services; uncertainty, problems and buying the professional;</td>
<td><em>How to Segment Industrial Markets</em>, Shapiro and Bonoma, HBR 84312; <em>Hidden Wealth in B2B Brands</em>, HBR F0703C; <em>How to Buy/Sell Professional Services</em>, Wittreich, HBR 66213</td>
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<td>International B2B marketing; demand; quality; business services; trade shows</td>
<td><em>International Marketing</em>, 14th Edition, Cateora, Gilly and Graham, Chapter 13: Products and Services for Business</td>
<td><strong>RFP Assignment due</strong></td>
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<tr>
<td>07;</td>
<td>Mar. 24</td>
<td><strong>Group Presentations:</strong> Case Set #1</td>
<td>Case Set #2 Power Integrations, Inc., (UVA-M-0706) or Dexit – A Marketing Opportunity (Ivey 905A02)</td>
<td><strong>Assign Case Set Two</strong> (groups)</td>
</tr>
</tbody>
</table>
| Class 08; Mar. 21 | Direct Marketing; measurements; building loyalty; one-to-one; CRM; IMC; value added direct marketing; contact channels and communications strategy | *Successful Direct Marketing Methods, 8th Edition*, Stone and Jacobs, Chapter 1: The Scope of Direct Marketing, and Chapter 8: Business to Business Direct Marketing | Exam Two  
Begin B2B IMC Assignment |
| Class 09; April 7 | Personal selling; lead generation; art of communications; tracking and results reporting; sales and marketing roles; kinds of relationships; alignment | *Successful Direct Marketing Methods, 8th Edition*, Stone and Jacobs, Chapter 9: Marketing to Business with Lead Generation; Ending the War between Sales and Marketing (HBR OnPoint Enhanced Edition) | 
|
| Class 10; April 14 | **Group Presentations:**  
Case Set #2 | 
|
| Class 12; Apr. 28 | Communications, trade shows and professional associations | *Business Marketing: Connecting Strategy, Relationships, and Learning, 3rd Edition*, Dwyer and Tanner, Chapter 11: Communication via Advertising, Trade Shows and PR | 
|
|
| End of Semester | 
| Class 14; May 10 | **Group Presentations:**  
B2B IMC Assignment | 
| May 12 | **Final Exam**  
4:30 P.M. to 7:15 P.M. |
Appendix: SOM Undergraduate Learning Goals and the Course

This course addresses the following Learning Goals of the School of Management (SOM):

1. **Our students will be competent in their discipline.**
   Students will understand how the marketing mix is used in a business to business context and how it is distinguished from consumer marketing. Key subject areas include understanding the distinctions between business to business and business to consumer marketing and strategy, relationship marketing in a business to business context, basic elements of business to business segmentation and market dimensions, how marketing and selling work together in business to business marketing, and the special tools and techniques used in business to business marketing.

2. **Our students will be aware of the uses of technology in business.**
   This course requires students to send and receive e-mails, access and navigate the Blackboard learning system, conduct online research, and create MS Word documents and Excel analyses. Presentations will include business-style slide presentations.

3. **Our students will be effective communicators.**
   This course requires all students to demonstrate their writing skills by composing individual assignments and participating in group written reports and presentations.

4. **Our students will have an interdisciplinary perspective.**
   B2B marketing draws upon many disciplines, including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management and statistics.

5. **Our students will be knowledgeable about global business and trade.**
   One class and a chapter in the textbook are devoted to this topic. In addition, the competitive reality of business to business marketing means almost all B2B is international.

6. **Our students will recognize the importance of ethical decisions.**
   The textbook for this course weaves marketing ethics in many chapters.

7. **Our students will be knowledgeable about the legal environment of business.**
   The text presents a number of the legal issues affecting business to business marketing.
8. Our students will be knowledgeable about team dynamics and the characteristics of effective teams. Students in this class work on in-class case discussions and exercises in small groups. There are also three group reports and presentations.

9. Our students will understand the value of diversity and the importance of managing diversity in the context of business. Assignments include market and analysis that underscores group and individual differences based on age, geography, ethnicity, gender and income. The nature of the buying and selling in the business to business market place depends on groups.

10. Our students will be critical thinkers. Examinations and the journal project require students to understand, apply and synthesize a variety of international marketing issues, concepts, approaches and principles in a comprehensive, strategic approach. Strategic approaches are emphasized.