Course Title: Business-to-Business Marketing
Course Number: MKTG 333, Section 01, Spring 2015
Course Description: Business-to-Business Marketing examines unique challenges and opportunities of marketing systems among suppliers, manufacturers, resellers and government.

Class Location: Mason Hall D001
Class Meeting Time: Wednesday 10:30 AM-1:10 PM
Final Exam: 
Instructor: Betsy Tretola, Ph.D.

Contact information:
University office: Room 139, Enterprise Hall
Telephones (leave a message at any of these numbers):
University: 703-993-1769
Cell: 571-215-8754
Fax: 703-993-1809
E-mail addresses:
University: btretola@gmu.edu
Course Website: Blackboard
Office hours: 3:15-4:15 PM Monday or 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 emphasizes the B2B customer relationships.

Course Materials
The texts for the course are:

print; however, it is available via internet sources). I have had a special copy made that is available in the GMU Bookstore.

2) Business to Business Readings, Betsy Tretola, available in the George Mason Bookstore.

3) Case studies from Harvard Business School Publishing. www.hbsp.edu Use the following URL to register with HBSP and order the cases that can be downloaded after you pay using a credit card:

https://cb.hbsp.harvard.edu/cbmp/access/33552512

We will develop six cases, three sets of two cases. You will present and prepare a report on three, but you are expected to read all and be prepared to discuss them in detail.

- Datavast, Inc.: The Target Market Segment
- PV Technologies, Inc.: Were They Asleep at the Switch?
- Boise Automation Canada, Ltd.: The Lost Order at Northern Paper
- Voith Paper: Transforming sales costs into consulting revenue
- Maersk Line: B2B Social Media—“It’s Communication, Not Marketing”

We will complete all chapters and readings. You will need to read and study the texts. Please do not fall behind in the reading, because you will be lost quickly if you do not keep up.

I highly recommend, 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. We will also have guest speaker(s) from selected B- to- B businesses that will be announced.

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, creating value, relationship marketing in a business-to-business context, basic elements of business-to-business segmentation and market dimensions, offer planning and launch using the 4P's of marketing, how marketing and selling work together in business-to-business marketing, and the special direct marketing tools and techniques used in business-to-business marketing.

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

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 an individual assignment, and integration of the concepts through case studies.

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. The course ideas will be developed in discussions, and you are expected to participate. 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 a midterm exam and a final exam.
- Homework assignment. There is one individual assignment in the course.
- Case Studies. Three case studies 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. These will be group assignments. In addition, you will be evaluated by your peers on your contributions toward the group effort.
- Class participation. See page 6.
Grades
You may earn up to 1,000 points during the semester. Your grade will be determined by the
total points you earn. Exams and assignments are not given letter grades.

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.

Points may be earned as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Marketplace Identification Assignment</td>
<td>50 points</td>
</tr>
<tr>
<td>Case Study Presentations</td>
<td></td>
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<tr>
<td>Case Set One</td>
<td>150 points</td>
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<tr>
<td>Case Set Two</td>
<td>150 points</td>
</tr>
<tr>
<td>Case Set Three</td>
<td>150 points</td>
</tr>
<tr>
<td>Points from Case Studies</td>
<td>450 points</td>
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<tr>
<td>Exams</td>
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<tr>
<td>Midterm Exam</td>
<td>200 points</td>
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<tr>
<td>Final Exam</td>
<td>200 points</td>
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<tr>
<td>Points from Exams</td>
<td>400 points</td>
</tr>
<tr>
<td>Class participation</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL POINTS TO BE EARNED</td>
<td>1,000 points</td>
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</tbody>
</table>
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>930 – 1,000 points</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>900 – 929 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>
</tr>
<tr>
<td>770 – 799 points</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>700 – 769 points</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>600 – 699 points</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Below 600 points</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Please note:
The University considers a B to be a good grade. The School of Business 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.

Examinations and examination policies
Exams will be closed-book and closed-notes, and they will consist of a variety of multiple choice and short answer or essay questions. The class will review major concepts before the exams.

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. You are responsible for being in class each time we meet.

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. Assignments will be posted on the class website, and it is your responsibility to do the reading.

All assignments must be completed on time. Unless specific prior arrangements have been made before the due date, there will be an automatic deduction of 30 percent of the total points for the assignment. It is your responsibility to get material in on time, whether it is a group project or an individual assignment.

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 100 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. Case study deliverables should have a title page showing a title for the case, 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. Part of the evaluation of each written assignment will be the quality of the writing, with specific emphasis on solid business prose.

**Community Standards of Behavior**

The mission of the School of Business 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 School of Business 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.

The School of Business 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 School of Business.

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 and Academic Integrity**

The Honor System and Code adopted by George Mason University will be enforced for this class:

In your work on all written assignments, keep in mind that you may not present as your own the words, the work, or the opinions of someone else without proper acknowledgement. You also may not borrow the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. Please note: Faculty are obligated to submit any Honor Code violations or suspected violations to the Honor Committee without exception.

The version for this class of the School of Business “Recommendations for Honor Code Violations” is an attachment to this syllabus.

Students are reminded of their responsibilities under the George Mason University Honor Code. It is understood that 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

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.

**Student resources**

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 703-993-2474. All academic accommodations must be arranged through the ODS. If accommodations are needed, please complete this request within the first two weeks of class.

If business writing is unfamiliar or if it is not one of your strengths, you are encouraged to seek the support of the Writing Center.

The University Counseling Center may be an excellent resource for you if you feel that depression or other stress-like conditions are affecting your academic performance.

You may also find it useful to seek help from the University librarians if you need research help.
There are a number of additional resources available to you on the School of Management website.

In addition, University Life has many resources available to students. You should explore these offerings and take advantage of them.

**GMU Email Accounts:** Students must use their Mason LIVE email account to receive important University information, including messages related to this class. See [http://masonlive.gmu.edu](http://masonlive.gmu.edu) for more information.

**Office of Disability Services** ([http://ods.gmu.edu](http://ods.gmu.edu)): If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through ODS.

**Religion**

Students who will miss class for religious reasons should inform me of their anticipated absences as soon as possible.

**University Compliance, Diversity, and Ethics (CDE):** The diversity of our student body can be an asset to classroom conversations and student learning. For CDE issues, please refer to [http://integrity.gmu.edu/](http://integrity.gmu.edu/)

**Other Useful Campus Resources:**

Writing Center: [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu)

University Libraries “Ask a Librarian” [http://library.gmu.edu/mudge/IM/IMRef.html](http://library.gmu.edu/mudge/IM/IMRef.html)

Business Library Liaison: Jo Ann J. Henson MLIS Business and Economics, Fenwick Library Fairfax Campus: [http://infoguides.gmu.edu/business](http://infoguides.gmu.edu/business)

**Matrix Showing Key Topics, Textbook Reading Schedule, Assignment Due Dates and Exam Schedule**

Events that will be graded are in **bold face**.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Introduction to Business-to-Business Marketing</td>
<td>Dwyer, Chapters 1 and 2; Readings, Scope and Challenge of Business-to Business Marketing 9.594-125; Discuss MarketPlace ID Assignment</td>
</tr>
<tr>
<td>Class 01; Jan 21</td>
<td>Introduction; B2B and B2C markets; the character of B2B; relationship building, demand; buying situations; buying centers; NAICS; players in B2B; B2B purchase decisions; technology; linkages; management challenges</td>
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<tr>
<td>Class Date</td>
<td>Topic</td>
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</tbody>
</table>
| Class 02; Jan 28 | Demand; buying situations; buying centers; NAICS; players in B2B; B2B purchase decisions; technology; linkages; management challenges | - Dwyer, Chapters 3 and 4  
- Readings: *How to Sell Services More Profitably*, Reinmartz and Ulaga  
- Readings: *From Products to Services: Why It's Not So Simple*, Baveja, Gilbert and Ledingham  
Guest Speaker |
| Class 03; Feb 4 | Market opportunity among current customers; market research to build customer loyalty; customer life time value; Segmentation: SIC to NAICS to Book of Lists; supply chain management; relationship management; CRM; preferences; Relationship Development Model; safeguarding relationships; fixing or ending unprofitable relationships | - Dwyer, Chapter 5  
- Readings: *The Right Way to Manage Unprofitable Customers*, Mittal, Sarkees and Murshed  
- Readings: *How to Segment Industrial Markets*, Shapiro and Bonoma  
| Class 04; Feb 11 | Marketing Strategy; SWOT; competition; five forces; competitive advantage; learning organization  
Loyalty and retention; principles of loyalty; communicating benefits; loyalty ladders; knowing customers; relationship responsibility; value | - Dwyer Chapter 6  
- *How to Segment Industrial Markets*, Shapiro and Bonoma  
| Marketplace ID Assignment due |
| The B2B Market | Weaving Marketing into the firm; market oriented or driven firms; internal partnerships customer facing; customer focused teams; organizational learning and advantage  
B2B segmenting; demographics; operating variable; purchasing approaches; situational factors; B2B segmentation process; trends | Dwyer Chapter 7  
- *Lead for Loyalty*, Reichheld  
- *Building Loyalty in Business Markets*, Narayandas  
- *Putting the 'Relationship' Back into CRM*, Fournier and Avery |
| Class 05; Feb 18 | Developing and Managing Offerings-- What the Customers Want?  
Managing products and services; the firm's offering; products and product services; services; marketing solutions, system and projects; new products; market acceptance; brands; effectively transitioning from products to services; traps in transitioning | Dwyer Chapters 8 and 9 |
<p>| Class 07; Mar 4 | Midterm exam |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tr>
<td>Mar 11</td>
<td>Spring Break</td>
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<tr>
<td>Mar 18</td>
<td><strong>Group Presentations:</strong></td>
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<tr>
<td></td>
<td>Case Set #1</td>
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<td></td>
<td>Value added direct marketing;</td>
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<td>contact channels and</td>
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<td>communications strategy;</td>
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<td>personal selling; lead</td>
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<td>generation; art of</td>
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<td>communications; tracking and</td>
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<td></td>
<td>results reporting</td>
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<td>Mar 25</td>
<td>Sales and marketing roles;</td>
<td>Dwyer: Chapter 11</td>
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<td>kinds of relationships;</td>
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<td></td>
<td>alignment; B2B customer</td>
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<td>expectations; B2B networks;</td>
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<td></td>
<td>creating value; need for speed</td>
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<td>Apr 1</td>
<td><strong>Group Presentations:</strong></td>
<td></td>
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<td>Case Set #2</td>
<td></td>
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<td></td>
<td>Sales and Sales Management</td>
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<td>Apr 8</td>
<td>Innovation and disruption;</td>
<td>Dwyer Chapter 15</td>
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<td></td>
<td>diffusion of innovation;</td>
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<td></td>
<td>changing rules; novel sales</td>
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<td></td>
<td>strategies; allies; B2B brands</td>
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<td>Apr 15</td>
<td><strong>Group Presentations:</strong></td>
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<td>Case Set #3</td>
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<td>Apr 22</td>
<td>Relationships in changing</td>
<td>Dwyer Chapter 16</td>
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<td>environment; new models;</td>
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<td>building changing role of</td>
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<td>marketing; marketing</td>
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<td>competencies in organizations;</td>
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<td>sustainability</td>
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<td>Apr 29</td>
<td>Evaluation; metrics;</td>
<td>Dwyer Chapter 16 continued</td>
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<td>customer retention and</td>
<td></td>
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<tr>
<td></td>
<td>maximization</td>
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</tbody>
</table>

**Sources:**
- “Datavast Inc.: The Target Segment Decision,”
- Dwyer: Chapters 10 and 12
- *The Art of Business Relationships through Social Media*, Harold Schroeder
- Dwyer: Chapter 11
- *Ending the War between Sales and Marketing*, Kotler, Rackham and Krishnaswamy
- *Better Sales Networks*, Usuner and Godes
- *The Short Life of Online Sales Leads*, Oldroyd, McElheran and Elkington
- Dwyer Chapter 13
- “PV Technologies, Inc.: Were They Asleep at the Switch?”
- “Boise Automation Canada, Ltd.: The Lost Order at Northern Paper”
- Dwyer Chapter 15
- *Big Bang Disruption*, Downes and Nunes
- *The End of Solution Sales*, Adamson, Dixon and Toman
- Dwyer Chapter 16
- *Rethinking Marketing*, Rust, Moorman and Bhalla
- *The Decline and Dispersion of Marketing Competence*, Webster, Malter and Ganesan
- *Eight Reasons Sustainability Will Change Management (That You Never Thought of)*, Hopkins
## Appendix 1

### School of Business Recommendations for Honor Code Violations

*Adopted by the faculty May 2012*

**UG-Non Freshman Students (including transfer students)**

<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism—failure to cite/attribute sources</td>
<td>An F in the class; multiple visits to the Writing Center required; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; multiple visits to the Writing Center required; Academic Integrity Seminar Attendance; dismissal from the program; and possible suspension or expulsion</td>
</tr>
<tr>
<td>Plagiarism—representing someone else’s work as the student’s own</td>
<td>An F in the class; multiple visits to the Writing Center required; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; multiple visits to the Writing Center required; Academic Integrity Seminar Attendance (at time of hearing and reenrollment if relevant); dismissal from the program; and possible suspension or expulsion</td>
</tr>
<tr>
<td>Cheating on an assignment, homework, class participation, or minor project</td>
<td>An F in the class; and Academic Integrity Seminar Attendance</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Cheating on a major project, test, or exam</td>
<td>An F in the class; Academic Integrity Seminar Attendance; and at least one semester suspension</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Egregious Violation [e.g., stealing an exam; submitting coursework from another class as original work; lying to an employer about academic performance]</td>
<td>Dismissal from the program; at least one year suspension; and attendance at Academic Integrity Seminar at the time of hearing and just prior to reenrollment</td>
<td>Expulsion</td>
</tr>
</tbody>
</table>
Appendix 2: 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.