Syllabus

Course Title: Business-to-Business Marketing
Course Number: MKTG 333, Section 001, Spring 2017
Course Description: Business-to-Business Marketing examines unique challenges and opportunities of marketing systems among suppliers, manufacturers, resellers and government.

Class Location: Room 134, Innovation Hall
Class Meeting Time: Mondays, 10:30 A.M. to 1:10 P.M.
Final Exam: Monday, May 15, 10:30 A.M. to 1:15 P.M.
Instructor: Jeffrey Kulick

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

University office: Room 128, 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
Course Website: Blackboard
Office hours: Monday, 3:30 P.M. to 5:00 P.M., 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 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 look for a copy online for the hard copy, please make sure that the ISBN is 9781308017396. There may be other versions out there from previous classes. The older versions do not have the correct readings. If you would like an electronic version, please let me know, and I can provide you with the instructions from the publisher.

We will complete all chapters and readings. 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.

In addition, 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.

- “12Snap* (Germany, UK, Italy): From B2C Mobile Retailing To B2B Mobile Marketing”
- “Maersk Line Social Media – It’s Communications, Not Marketing”
- “PV Technologies, Inc.: Were They Asleep at the Switch?”
- “FormPrint Ortho500”
- “Xiameter: The Past and Future of a ‘Disruptive Innovation’”
- “Soren Chemical: Why is the New Swimming Pool Product Sinking?”

You may purchase these cases as a course pack from the Harvard Business School Publishing at [http://cb.hbsp.harvard.edu/cbmp/access/59056982](http://cb.hbsp.harvard.edu/cbmp/access/59056982) or one of several online resources.

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 at the end of the syllabus to see how this course fits the Undergraduate Program Learning Goals.

The discipline-specific goal will be emphasized:

*Goal 5: Our students will demonstrate knowledge and skills appropriate for specialization in their majors.*

This is a marketing course, and students will develop a deeper understanding of the practice of marketing in general as well as the specialized approaches used in this area.

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, case studies 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 study sets 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 course of the class. Your grade will be determined by the total points you earn. Exams and assignments are not given letter grades.

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>
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<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>
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<tr>
<td>Case Set Three</td>
<td>150 points</td>
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<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>150 points</td>
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<tr>
<td>Final Exam</td>
<td>250 points</td>
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<tr>
<td>Points from Exams</td>
<td>400 points</td>
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<tr>
<td>Peer Evaluation</td>
<td>50 points</td>
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<tr>
<td>Class participation</td>
<td>50 points</td>
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**TOTAL POINTS TO BE EARNED**

1,000 points

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.
Please note that 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.

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>
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</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>
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<tr>
<td>730 – 769 points</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>600 – 729 points</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Below 600 points</td>
<td>F</td>
<td>0.0</td>
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Examinations and examination policies

Exams will be closed-book with no 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 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 filing an accusation with the Office of Academic Integrity. There are recommended sanctions across the School for Honor Code violations. We will discuss these in class and a copy will be posted on the course Blackboard site.

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 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 and submission guidelines
All written reports should be neatly typed, legible and free of errors in grammar and spelling. Documents should be formatted as follows:
Single-spacing, Times New Roman or Garamond font, 12-point font, with one-inch margins. Pages after the first page must have a header showing the course title, assignment title and page number.

To cite and reference professional or academic sources, please use APA style. Specific instructions for in-text citations and referencing are found in the Publication Manual of the American Psychological Association, 6th Edition or at http://owl.english.purdue.edu/owl/resource/560/01/. To help manage the citations and seamlessly create reference lists, Mason supports free software called Zotero at https://www.zotero.org/.

Case study deliverables should have a title page showing a title for the case, course name and number, date due and the students’ names.

Please bring a hard copy to class and send an electronic version to ikulick@gmu.edu

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.

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 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. GMU is an Honor Code University. Please see the University Catalog for a full description of the code and the honor committee process. 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.

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

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.
I take the Honor Code seriously. I will be glad to discuss any of the Honor Code definitions or implications. The responsibility of each student as well as the faculty to ensure the Honor Code is upheld.

The School of Business Faculty has created guidelines on penalties. These apply to all courses, all students and all faculty. I will discuss these in class, though I hope I will not have to use them, and they will be posted on the course Blackboard site.

**Student resources**

Although you will not engage in significant research in this course, you should be aware of the library resources.

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

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. Please take care of this during the first two weeks of the semester. More information about ODS is available at [http://www.gmu.edu/student/drc](http://www.gmu.edu/student/drc)

If you are a student athlete participating in the sport during this semester, please let me know during 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.

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

Counseling Center: George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills, or the like. More information is available at [http://www.gmu.edu/departments/csdc/](http://www.gmu.edu/departments/csdc/).

There are a number of additional resources available to you on the School of Business website.

In addition, University Life has many resources available to students. You should explore these offering and take advantage of every one of these you can.
Information regarding weather-related changes in the University’s schedule (e.g., closing or late opening) will be provided on the GMU website and via MasonAlert. Students sign up for the Mason Alert system to provide emergency information of various sorts at https://alert.gmu.edu

An emergency poster exists in each classroom explaining what to do in the event of crises and that further information about emergency procedures exists on http://www.gmu.edu/service/cert
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>Topic</th>
<th>Readings</th>
<th>Student activities</th>
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<tr>
<td><strong>Introduction to Business-to-Business Marketing</strong></td>
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<tr>
<td>Class 01; Jan. 23</td>
<td>Introduction; B2B and B2C markets; demand; buying situations; buying centers; NAICS; players in B2B; B2B purchase decisions; technology; linkages; management challenges</td>
<td>Marketing Management, Marshall and Johnston, Chapter 08: Understanding Customers: Business-to-Business Marketing; <em>Scope and Challenge of Business-to-Business Marketing</em>, Rangan and Isaacson</td>
</tr>
<tr>
<td><strong>Managing products and services; the firm’s offering; products and product services; services; marketing solutions, systems and projects; new products; market acceptance; brands; effectively transitioning from products to services; traps in transitioning</strong></td>
<td><strong>Business to Business Marketing: A Value-Driven Approach</strong>, Biemans, Chapter 05: Managing Products and Services; <em>How to Sell Services More Profitably</em>, Reinartz and Ulaga; <em>From Products to Services: Why It’s Not So Simple</em>, Baveja, Gilbert and Ledingham</td>
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<tr>
<td><strong>Marketplace ID Assignment due</strong></td>
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<td><strong>Relationship marketing and sales</strong></td>
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<tr>
<td>Class 03; Feb. 06</td>
<td>Market coordination; supply chain management; relationship management; CRM; preferences; Relationship Development Model; safeguarding relationships; fixing or ending unprofitable relationships</td>
<td>Business Marketing: Connecting Strategy, Relationships, and Learning, 3rd Edition, Dwyer and Tanner, Chapter 2: The Character of Business Marketing; <em>The Right Way to Manage Unprofitable Customers</em>, Mittal, Sarkees and Murshed</td>
</tr>
<tr>
<td>Class 04; Feb. 13</td>
<td>Loyalty and retention; principles of loyalty; communicating benefits; loyalty ladders; knowing customers; relationship responsibility; value</td>
<td>Lead for Loyalty, Reichheld; <em>Building Loyalty in Business Markets</em>, Narayandas; <em>Putting the ‘Relationship’ Back into CRM</em>, Fournier and Avery</td>
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<tr>
<td><strong>The B2B Market</strong></td>
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<tr>
<td>Class 05; Feb. 20</td>
<td>B2B segmenting; demographics; operating variable; purchasing approaches; situational factors; B2B segmentation process; trends</td>
<td><em>How to Segment Industrial Markets</em>, Shapiro and Bonoma; <em>Customer Segmentation in Business-to-Business Markets</em>, Stein</td>
</tr>
<tr>
<td>Class 07; Mar. 06</td>
<td><strong>Group Presentations:</strong> Case Set #1</td>
<td>12Snap* (Germany, UK, Italy): From B2C Mobile Retailing To B2B Mobile Marketing; Maersk Line Social Media – It’s Communications, Not Marketing</td>
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<tr>
<td><strong>March 10 – 15:</strong> Spring Break</td>
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<tr>
<td>Class 08</td>
<td><strong>Midterm Exam</strong></td>
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<tr>
<td>Tools, Techniques and Big Ideas</td>
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<tr>
<td>Class 09; Mar. 27</td>
<td>Government contracting; Value added direct marketing; contact channels and communications strategy; personal selling; lead generation; art of communications; tracking and results reporting</td>
<td><strong>Successful Direct Marketing Methods</strong>, 8th Edition, Stone and Jacobs, Chapter 8: Business to Business Direct Marketing and Chapter 9: Marketing to Business with Lead Generation; Guest speaker: Dr. John Hillen</td>
</tr>
<tr>
<td>Class 10; April 03</td>
<td>Sales and marketing roles; kinds of relationships; alignment; B2B customer expectations; B2B networks; creating value; need for speed</td>
<td><strong>Ending the War between Sales and Marketing</strong>, Kotler, Rackham and Krishnaswamy; <strong>What B2B Customers Really Want</strong>, Kreindler and Rajguru; <strong>Better Sale Networks</strong>, Usuner and Godes; <strong>The Short Life of Online Sales Leads</strong>, Oldroyd, McElheran and Elkington</td>
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<tr>
<td>Class 11; April 10</td>
<td><strong>Group Presentations:</strong> Case Set #2</td>
<td>“PV Technologies, Inc.: Were They Asleep at the Switch?” “FormPrint Ortho500”</td>
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<tr>
<td>Class 12; April 17</td>
<td>Innovation and disruption; diffusion of innovation; changing rules; novel sales strategies; allies; B2B brands</td>
<td><strong>Big Bang Disruption</strong>, Downes and Nunes; <strong>The End of Solution Sales</strong>, Adamson, Dixon and Toman; <strong>Hidden Wealth in B2B Brands</strong>, Gregory and Sexton</td>
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<tr>
<td>Class 13; Apr. 24</td>
<td><strong>Group Presentations:</strong> Case Set #3</td>
<td>“Xiameter: The Past and Future of a ‘Disruptive Innovation’;” “Soren Chemical: Why is the New Swimming Pool Product Sinking?”</td>
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<tr>
<td>Class 14; May 01</td>
<td>Relationships in changing environment; new models; building changing role of marketing; marketing competencies in organizations; sustainability</td>
<td><strong>Rethinking Marketing</strong>, Rust, Moorman and Bhalla; <strong>The Decline and Dispersion of Marketing Competence</strong>, Webster, Malter and Ganesan; <strong>Eight Reasons Sustainability Will Change Management (That You Never Thought of)</strong>, Hopkins</td>
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<tr>
<td>May 15</td>
<td><strong>Final Exam</strong></td>
<td>10:30 A.M. to 1:15 P.M.</td>
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Appendix: Undergraduate Program Learning Goals

Business-to-Business Marketing

Goal 1: Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.

Business-to-business marketing affects the production of goods and services through the entire economy and requires recognition of the social trends, global competition including sourcing and producing, the ethical conduct of business and legal matters. The cases selected for discussion are appropriate to all of these contexts.

Goal 2: Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.

Students will submit written reports as part of a group. The discussion of the skills necessary for the successful conduct of business-to-business marketing are interwoven throughout the course.

Goal 3: Our students will demonstrate technical and analytic skills appropriate for success in business.

Case studies will allow the students to develop the specific business-to-business skills. These cases allow the students to apply and integrate the course material in a context of ambiguous or conflicting options. The focus in on making decisions and recommendations based on the evidence, analysis and application of appropriate theories and ideas.

Goal 4: Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.

In addition to the marketing-specific skills, approaches and theories, students will use all other core disciplines in discusses, cases, exercises and examinations. For example, the discussion of sales force/marketing interactions depends on and develops a practical understanding of management.

Goal 5: Our students will demonstrate knowledge and skills appropriate for specialization in their majors.

This is a marketing course, and students will develop a deeper understanding of the practice of marketing in general as well as the specialized approaches used in this area.

Goal 6: Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.

Research is not a major focus of this course. Students are required to do one research project, but the emphasis is on other areas.