Syllabus

Course Title: Business-to-Business Marketing
Course Number: MKTG 333, Section 001, Spring 2018
Course Description: Business-to-Business Marketing examines unique challenges and opportunities of marketing systems among suppliers, manufacturers, resellers and government.

Class Location: Room 206, Innovation Hall
Class Meeting Time: Wednesdays, 1:30 to 4:10 P.M.
Final Exam: Wednesday, May 9, 1:30 to 4:15 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 (preferred)
Cell: 703-851-6450
E-mail address: jkulick@gmu.edu
Course Website: Blackboard
Office hours: Thursday, 4:30 to 5:30 P.M., or by appointment.

Course Prerequisites
‘C’ or higher in MKTG 301/303 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

I strongly recommend against earlier versions. We will complete 18 of the 19 chapters. As the text introduces many concepts, you must read the chapters on a timely basis. 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 two cases for class discussion:

- “Maersk Line Social Media – It’s Communications, Not Marketing”
- “Xiameter: The Past and Future of a ‘Disruptive Innovation’”

You may purchase these cases as a course pack from the Harvard Business School Publishing at http://cb.hbsp.harvard.edu/cbmp/access/74523143 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. You may access some of these through the GMU electronic databases.

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, assignments, case study discussions, the course-long project 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 individual assignments, and integration of the concepts through case study discussions.

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 five different ways:
- Examinations. There will be a midterm exam and a final exam.
- Research assignments. There is a brief marketplace identification assignment and a course-long industry analysis with three deliverables.
- Case studies. There will be two case discussion in class. You will not have a written assignment, but you will be evaluated on your discussion.
- Class participation. See page 5.

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.

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:

- Marketplace Identification Assignment 50 points
- Industry analysis
  - Industry and industry structure 125 points
  - Key players and the market 150 points
  - Best practices, critique and the future 175 points
- Total assignment points 450 points
- Case studies discussions 50 points
- Exams
  - Midterm Exam 150 points
  - Final Exam 250 points
- 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>
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<tbody>
<tr>
<td>930 – 1,000 points</td>
<td>A</td>
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<tr>
<td>900 – 929 points</td>
<td>A-</td>
<td>3.7</td>
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<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>
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<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>730 – 769 points</td>
<td>C</td>
<td>2.0</td>
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<tr>
<td>600 – 729 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 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.

**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.

**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 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**

As you will engage in significant secondary 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

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/.

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 scheduled are in **bold face**. Classes meet on Wednesdays, from 1:30 to 4:10 P.M. All classes meet in Room 206, Innovation Hall.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Introduction to Business-to-Business Marketing and the business market environment</td>
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<tr>
<td>Class 01; Jan. 24</td>
<td>Introduction to course, course materials, and assignments; B2B markets; differences between B2B and B2C marketing; relationship marketing; business goods and services</td>
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<tr>
<td>Class 02; Jan. 31</td>
<td>Business buying decision making; business customers; buyers’ techniques;</td>
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<tr>
<td>Class 03; Feb. 7</td>
<td>The strategic planning process; strategy; competitive advantage; value chain analysis; value networks; competition and hypercompetition; globalization strategy; market entry considerations; entering and choosing foreign markets; entry strategies, modes and decisions</td>
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<tr>
<td>Class 04; Feb. 14</td>
<td>Government contracting; selling to the federal government; social media and B2B marketing</td>
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<td>Evaluating market opportunities</td>
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<tr>
<td>Class 05; Feb. 21</td>
<td>Need for research; differences between B2B and B2C; MIS; research process; market potential and sales forecasts; benchmarking</td>
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<tr>
<td>Class 06; Feb. 28</td>
<td>Importance of and relationship among STP; segmentation variables; segmentation process; global segmentation; market targeting; positioning</td>
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<td>Class 07</td>
<td><strong>Midterm Exam</strong></td>
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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
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| Class 08 | March 21   | Products and product strategy; PLC; new product development; determinant attributes; global products; extension versus adaptation; intellectual property; country of origin; packaging and labeling; quality; global sourcing; services and international trade; services; goods/services continuum; corporate culture; measuring service quality; quality of e-services; blueprinting; developing new services; marketing services; overcoming trade barriers | • Chapter 08: Product strategy and product development  
• Chapter 09: Services for business markets  

**B2B Marketing in a Specific Industry Deliverable #2 due** |
| Class 09; March 28 | Pricing process; pricing objectives; pricing strategy; demand; customer perceptions of costs and benefits; price sensitivity; costs; pricing methods; transfer pricing; prices for products and product lines; competitive bidding; branding; disruption | • Chapter 10: Pricing  

**Case: “Xiameter: The Past and Future of a “Disruptive Innovation”** |
| Class 10; April 4 | Managing the supply chain; logistics; relationships; inventory management; international trade; transportation; strategic issues in distribution; distributors; selecting distributors; managing distribution channels; customer responses | • Chapter 11: Supply chain management  
• Chapter 12: Managing distribution channels |
| Class 11; April 11 | B2B versus consumer communications; communications theory; attitudes; the marketing communications program; website development; social media; advertising; direct response; standardization versus adaptation; IMC; creating and managing a reputation; image and value; PR and external communications; internal communications media; sponsorship; risk management and crises; outside agencies | • Chapter 13: Business to business marketing communications  
• Chapter 16: Public relations and corporate reputation management |
| Class 12; April 18 | Buyer-seller relationships; personal selling; marketing versus sales; types of salespersons; selling cycle; key-account selling; managing the sales force; IT; sales promotion; exhibitions and trade fairs; exhibitions and key-account management; exhibitions | • Chapter 14: Customer relationships and key-account management  
• Chapter 15: Sales promotion, exhibitions and trade fairs |
| Class 13; April 25 | Marketing planning; resource and marketing audits; wicked problems; tactical planning; monitoring and evaluation performance; balanced scorecards; feedback; control systems | • Chapter 17: Marketing planning, implementation and control  

**B2B Marketing in a Specific Industry Deliverable #3 due** |
| Class 14 | May 2      | Ethical considerations; business ethics; marketing and ethics; ethics in global business; analyzing ethical problems; making ethics work; globalization; rapidly changing technology; social media; increased visibility; product development; postmodern marketing; relationship marketing; 21st century marketplace | • Chapter 03: Ethical considerations for business marketers  
• Chapter 19: The future of business marketing |
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 text specifically addresses global and ethics 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 in assignments. 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 discussions, cases, exercises and examinations.

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.
Secondary research is a focus of this course. Students are required to do one short and one extensive research project.