Course Title: Business-to-Business Marketing
Course Number: MKTG 333, Section A01, Summer 2014
Course Description: Business-to-Business Marketing examines unique challenges and opportunities of marketing systems among suppliers, manufacturers, resellers and government.

Class Location: Tuesdays and Thursdays, Planetary Hall 124
Saturdays, Exploratory Hall L111

Class Meeting Time: Tuesdays and Thursdays, 7:00 P.M. to 9:40 P.M.
Saturdays, 9:00 A.M. to 11:40 A.M.

Final Exam: Tuesday, June 24, 7:00 P.M. to 9:40 P.M.

Instructor: Jeffrey Kulick

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

University office: Room 139, 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: jkulick@gmu.edu

Personal: jeff.kulick@verizon.net

Course Website: Blackboard
Office hours: Tuesday and Thursday, 6:00 P.M. to 6:45 P.M., by appointment.
I will be on campus on some other days and could meet with students 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 did not receive an email discussing the options, please contact me separately.

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. As a Summer session, you will be lost quickly if you do not keep up.

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.

- 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
- Hunter Business Group: TeamTBA

You may purchase these cases as a course pack from the GMU Bookstore 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 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, class 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>Assignment</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>
</tr>
<tr>
<td>Case Set One</td>
<td>150 points</td>
</tr>
<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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<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>
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<tbody>
<tr>
<td>930 – 1,000</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>900 – 929</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>870 – 899</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>830 – 869</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>800 – 829</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>770 – 799</td>
<td>C+</td>
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<tr>
<td>700 – 769</td>
<td>C</td>
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<td>600 – 699</td>
<td>D</td>
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<tr>
<td>Below 600</td>
<td>F</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.

Examinations and examination policies
Exams will be closed-book and 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 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 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. 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 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

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 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 offering and take advantage of every one of these you can.
Matrix Showing Key Topics, Textbook Reading Schedule, Assignment Due Dates and Exam Schedule

Events that will be graded are in **bold face**. Tuesday and Thursday classes meet from 7:00 P.M. to 9:40 P.M. in Planetary Hall, 124. Saturday classes meet from 9:00 A.M. to 11:40 P.M., in Exploratory Hall, L111.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Introduction to Business-to-Business Marketing</td>
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</table>
| **Class 01; Tues., May 20** | Introduction; B2B and B2C markets; demand; buying situations; buying centers; NAICS; players in B2B; B2B purchase decisions; technology; linkages; management challenges | [**Marketing Management**, Marshall and Johnston, Chapter 08: Understanding Customers: Business-to-Business Marketing]  
[**Scope and Challenge of Business-to-Business Marketing**, Rangan and Isaacson] |
| **Class 02; Thurs., May 22** | 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 | [**Business to Business Marketing: A Value-Driven Approach**, Biemans, Chapter 05: Managing Products and Services]  
[**How to Sell Services More Profitably**, Reinmartz and Ulaga]  
[**From Products to Services: Why It’s Not So Simple**, Baveja, Gilbert and Ledingham] |
| Relationship marketing and sales |  |
| **Class 03; Tues., May 27** | Market coordination; supply chain management; relationship management; CRM; preferences; Relationship Development Model; safeguarding relationships; fixing or ending unprofitable relationships | [**Business Marketing: Connecting Strategy, Relationships, and Learning**, 3rd Edition, Dwyer and Tanner, Chapter 2: The Character of Business Marketing]  
[**The Right Way to Manage Unprofitable Customers**, Mittal, Sarkees and Murshed] |
| **Class 04; Thurs., May 29** | Loyalty and retention; principles of loyalty; communicating benefits; loyalty ladders; knowing customers; relationship responsibility; value | [**Lead for Loyalty**, Reichheld]  
[**Building Loyalty in Business Markets**, Narayandas]  
[**Putting the ‘Relationship’ Back into CRM**, Fournier and Avery] |
| The B2B Market |  |
| **Class 05; Sat., May 31** | B2B segmenting; demographics; operating variable; purchasing approaches; situational factors; B2B segmentation process; trends | [**How to Segment Industrial Markets**, Shapiro and Bonoma]  
| **Class 06; Tues., June 03** | Markets; customer research; acquisition of new customers; market assessment tools; relationships and social media; electronic market structures; | [**Business Marketing: Connecting Strategy, Relationships, and Learning**, 3rd Edition, Dwyer and Tanner, Chapter 5: Market Opportunities: Current and Potential Customers]  
[**The Art of Business Relationships through Social Media**, Harold Schroeder]  
| Class 07; Thurs., June 05 | **Group Presentations:**  
Case Set #1 |  
- “Datavast Inc.: The Target Segment Decision,” |
| Class 08 | **Midterm Exam** |
| Class 09; Tues., June 10 | Tools, Techniques and Big Ideas  
Value added direct marketing; contact channels and communications strategy; personal selling; lead generation; art of communications; tracking and results reporting |  
| Class 10; Thurs., June 12 | Sales and marketing roles; kinds of relationships; alignment; B2B customer expectations; B2B networks; creating value; need for speed |  
- *Ending the War between Sales and Marketing*, Kotler, Rackham and Krishnaswamy  
- *Better Sale Networks*, Usuner and Godes  
- *The Short Life of Online Sales Leads*, Oldroyd, McElheran and Elkington |
| Class 11; Sat., June 14 | **Group Presentations:**  
Case Set #2 |  
- “PV Technologies, Inc.: Were They Asleep at the Switch?”  
- “Boise Automation Canada, Ltd.: The Lost Order at Northern Paper” |
| Class 12; Tues., June 17 | Innovation and disruption; diffusion of innovation; changing rules; novel sales strategies; allies; B2B brands |  
- *Big Bang Disruption*, Downes and Nunes  
- *The End of Solution Sales*, Adamson, Dixon and Toman  
| Class 13; Thurs., June 19 | **Group Presentations:**  
Case Set #3 |  
- “Voith Paper: Transforming sales costs into consulting revenue”  
- “Hunter Business Group: Team TBA” |
| Class 14; Sat., June 21 | Relationships in changing environment; new models; building changing role of marketing; marketing competencies in organizations; sustainability |  
- *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 |

Tuesday, June 24, 7:00 P.M. to 9:40 P.M.  
**Final Exam**
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.