MACQUARIE UNIVERSITY | FACULTY OF BUSINESS AND ECONOMICS

MKTG807
Business-to-Business Marketing

Semester 1, 2010

Business Department

MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE

E6A 133, Wednesdays, 2pm – 5pm.

1.0 ABOUT THIS UNIT

- Assumed knowledge: Principles of marketing.
- Unit description: A series of 12 lectures exploring the complexities of the buying and selling sides of modern business-to-business marketing. This unit carries 4 credit points.
- Unit objectives:

This unit aims to develop an understanding of the business-to-business [B-to-B] marketing environment and the application of marketing practices to create the optimum environment for sales to be made from business-to-business.

These B-to-B markets include producers of goods and services, intermediaries, government, non-profit organisations, and any group who purchases and uses inputs to produce or resell goods and services.

This unit examines marketing strategies that will result in achieving the awareness, comprehension, sales response objectives and stable profitable relationships essential to continuity of commercial success of supplier organisations.

2.0 TEACHING STAFF

- Teaching staff: Adjunct Professor Robert. G. (Bob) Miller

Email: bob.austreet@bigpond.com

Online Learning @ MQ - https://learn.mq.edu.au

Phone: 02 9516 3515 Mobile 0417 208 036

Consultation availability: Before or after lectures.

3.0 CLASSES

Number and length of classes: 12 x 3 hour lectures PLUS 1x 3 hour exam:

(MID-SEMESTER BREAK April 5 – April 16, 2010)

The timetable for classes can be found on the web site at:

http://www.timetables.mq.edu.au/

It is an assessment requirement of this unit that students attend 80% of lectures listed below.

4.0 REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Prescribed text:

Thull, J. (2006). *Exceptional Selling: how the best connect and win in high stakes sales.* New Jersey: Wiley.

Recommended texts and readings.

Bly, R. W. (1998). *Business-to-Business Direct Marketing.* Chicago: NTC/Contemporary.

Bly, R.W. (2006). *The White Paper Marketing Handbook.* Mason, Ohio: Thomson Higher Education.

Carroll, B.J. (2006). *Lead Generation for the Complex Sale.* NY: McGraw-Hill.

Gerber, M.E. (2005). *E Myth Mastery.* Sydney: HarperCollins.

Kordupleski, R. (2003). *Mastering Customer Value Management.* New Jersey: Randolph.

Liker, J. (2004). *The Toyota Way.* NY: McGraw-Hill.

May, M.E. (2007). *The Elegant Solution. Toyota's formula for mastering innovation.* NY: Free Press.

Reichheld, F. (2006). *The Ultimate Question.* Boston: Harvard Business School Press.

Stallkamp, T. (2005). *SCORE! A better way to do business. Moving from conflict to collaboration*. New Jersey: Wharton / Pearson.

Stelzner, M.A. (2007). *Writing White Papers*. Poway, California: WhitePaperSource Publishing.

Recommended Journal Articles

Almquist, E., Wyner, G. (2001). Boost your marketing ROI with experimental design. *Harvard Business Review*. October. 135 – 141.

Elsbach, K. D. (2003). How to pitch a brilliant idea. *Harvard Business Review.* September. 117 – 123.

Kumar, N. (2006). Strategies to fight low-cost rivals. *Harvard Business Review.* December. 104 – 112.

Lay, P., Hewlin, T., Moore, G. (2009). In a downturn, provoke your customers. *Harvard Business Review.* March. 48 – 56.

Ledingham, D. & Kovac, M. & Simon H.L. (2006). The new science of salesforce productivity. *Harvard Business Review.* September. 124 – 133.

Malhotra,D, Bazerman, M.H. (2007). Investigative negotiation. *Harvard Business Review.* September. 73 – 78

Reichheld, F. F. (2003). The one number you need to grow. *Harvard Business Review*. December. 46 – 54.

Ulwick, A. W (2002). Turn customer input into innovation. *Harvard Business Review.* January. 91 – 97.

Recommended web sites.

Australia Post:	www.australiapost.com.au
Australian Competition & Consumers Commission	www.accc.gov.au
Drayton-Bird	www.draytonbird.com
White Paper Source	www.whitepapersource.com
Prime Resources Group	www.theprimesolution.com

Useful marketing tools

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http://cob.jmu.edu/flahertb/merlot/spreadsheets/spreadsheetresources.html

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5.0 UNIT WEB PAGE

- Online Learning @ MQ: http://online.mq.edu.au

6.0 LEARNING OUTCOMES & GRADUATE CAPABILITIES

The learning outcomes of this unit are for students to develop an ability to apply modern marketing practices to create the optimum environment for business-to-business sales.

Students will gain an understanding of the different but complementary roles of sales and marketing practices. On completion of the unit they will be able to develop a marketing strategy aimed at creating the optimum environment for a business-to-business sale to be made, a customer to be evolved into a loyal client and how to manage the value in that relationship.

Students will learn how to conduct market research aimed at providing prospective commercial customers with the outcomes they are seeking as solutions to their particular problems.

They will be able to understand the importance of corporate culture and learn to manage it within their own business and within that of their customer so they can exercise a sustainable competitive advantage in business-to-business transactions.

6.1 Learning Outcomes

After successfully completing this course you should be able to:

1. Outline the scope and role of business-to-business marketing.
2. Appreciate the role of marketing in selling to business or government or N.G.O.s (non-government organisations) and understand that successful marketing begins and ends with the customer.
3. Assess the business-to-business marketing environment and understand its impact upon corporate culture.
4. Understand and evaluate different marketing techniques for gaining entry for your sales force to the offices of decision makers in large prospective customer enterprises.
5. Apply marketing techniques and theories to develop creative solutions to sales problems.
6. Critically analyse, discuss, and evaluate the literature on business-to-business marketing in relation to the relevant theories.

7. Critically evaluate and reflect upon specific marketing decisions and marketing strategies through the use of applied questions and case study analysis.
8. Formulate solutions to marketing problems.
9. Develop a format for a successful business-to-business marketing campaign.
10. Negotiate with your organisation's senior management for adequate budget support for a marketing communications campaign.
11. Demonstrate use of written skills to integrate key marketing theoretic concepts and to create a coherent and theoretically rigorous argument.
12. Use secondary research skills to collect, collate and integrate scholarly peer reviewed journal opinion on applied marketing topics.

6.2 Graduate Capabilities – Critical, Analytical and Integrative Thinking

Macquarie University's stated Graduate Capabilities may be viewed as a mix of cognitive capabilities, and personal, interpersonal, and social capabilities. In addition to the abovementioned learning outcomes, the MKTG807 Business-to-Business Marketing unit has been designed to develop your skills within the specific graduate capability area of *critical, analytical and integrative thinking*.

We want our graduates to be capable of achieving the following:

A To be able to reason, question and analyse information;

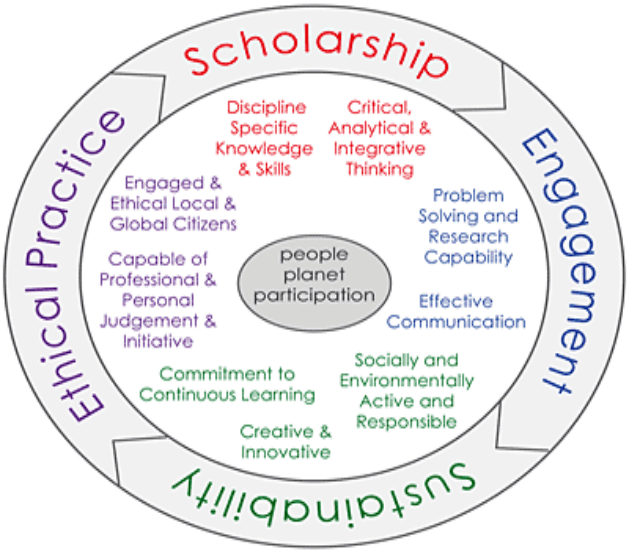
B To be able to integrate and synthesise learning and knowledge from a range of sources and environments;

C To be able to critique constraints, assumptions, and limitations;

D To be able to think independently and systematically in relation to scholarly activity in the workplace and in the world in general;

E To be able to develop advanced skills in information and technology literacy.

The graduate capability concerning critical, analytical and integrative thinking will therefore be developed throughout the MKTG807 Business-to-Business Marketing unit through both the unit's content and through its assessment.



7.0 Teaching and Learning Strategy

- The unit is taught by lecture and major assignment (individual, **not group**) engaging the topics taught in a practical real world scenario.

- What is expected from students?

- Read in advance; follow current developments in the market place; be able to apply the lessons of the lectures (reflected in the lecture notes) to the major assignment; respond to questions raised during lectures; demonstrate enthusiasm for the subject; challenge the lecturer's assumptions during lectures and explore opposing points of view.

- Maintain a personal Reflective Journal online on Blackboard to show that you reflect regularly upon the lessons of the unit and their practical application to your own career challenges.

You are expected to attend all lectures and to contribute to the discussions that are encouraged there. To make the best contribution, and to receive the greatest benefit from this unit, you are expected to be alert outside lectures for every-day applications of the business-to-business marketing principles discussed in lectures.

Please refer to the schedule of learning activities by teaching week. This schedule outlines the key content to be discussed in each week's lectures.

8.0 RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

8.1 Assessment Summary

A summary of the assessment for this Unit is provided in the table below.

Assessment Task	Due Date	Weight	Graduate Capability	Learning Objectives
Early Warning Test 4x short essays on Lectures 1 - 5	Conducted during week 6 lecture 31 March.	20%	A, D	1, 2, 3, 4
Applied Essay (4,000 words)	Due in hardcopy 5th May in class	30%	A, B, C, D, E	1, 2, 3, 4, 5, 6, 11, 12
Final Examination	Wednesday June 2	40%	A, B, D	1, 2, 3, 4, 5, 7, 8
Classroom attendance, participation, Reflective Journal on Blackboard	Week 1 - 12 inclusive	10%	A, B, D	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

8.2 Details of Assessment

8.2.1 Mid Semester Early Warning Test 20%

A quiz of 4 short essay style questions will be administered **DURING the lecture** in Week 6 of the Unit on the 31 March, 2010. Students will be given one hour to complete the test.

The test will examine your knowledge of material covered in lectures 1, 2, 3, 4, 5.

Students may only sit for the test once. Failure to sit for the mid semester test will result in a zero grade. Students will only be given special consideration for non-attendance during the test under exceptional circumstances.

8.2.2 Participation and personal reflective journal 10%

Participation

Students are expected to engage with others in their class in order to generate meaningful class discussion. Students may utilize question and answer time, class activities, skits/role plays, games or the like, which are designed to educate and involve the audience in the case material.

Reflective Journal

Our Blackboard facility provides each student with a personal journal facility. Reflective journals provide students with early feedback on their whether or not they have fully understood the basic principles enunciated in lectures.

Only the individual student and the lecturer can read the journal entries. This provides students with the opportunity to reflect in writing upon the lessons learned each week. Experience has shown this to be a valuable learning tool.

Importantly, it also provides students who are shy of public discussion on issues they find opaque or confusing to air their concerns with the lecturer in private.

One technique students might like to explore is the use of Toyota's interrogation approach to problem issues, known as the "Five Whys". When confronted with something you cannot explain to yourself, or resolve, ask "why' five times. For example:

Question 1 "Why is (our text book) Thull's Chapter 9 relevant to me as a marketing executive…I am not in Sales?" Answer 1 Because a B-to-B Marketing executive needs to provide the most success-oriented environment for Sales people to talk to the most senior decision maker in a target company.

Q2 Why? **A2** Because we want our sales people to become emissaries of the CEO as they build relationships of trust within the target company.

Q3 Why? **A3** Because we need our sales people to become trusted by the chiefs of the various silos so we can demonstrate the ways in which our product/service solves their problems or adds value to their areas of responsibility and focus of their career ambitions.

Q4 Why? **A4** Because then our sales people can report back to the source of power and decision and money with information sourced from her/his own senior silo chiefs.

Q5 Why? **A5** Because then it will be much easier to obtain a 'Yes" decision from the top person as representative of the corporate will than it would have been had we gone the traditional route and tried to enter the target organisation through low or mid-level executives administering defined budgets under restricted guidelines without access to the target company's "big picture"…the boss' responsibility. AND we would then have fulfilled our primary mission as marketing managers: create the optimum environment for profitable sales.

8.2.3 Applied Essay 30%

Students are required to complete an individual applied essay of around 4000 words during the course. Students will be assigned one of three specific topics during Teaching Week 2, March 3, 2010. The Applied Essay is worth a possible 30% of your total assessment.

You will be asked to develop a practical business-to-business marketing plan that reflects the lessons of our text book and our lectures.

An assessment guide is available to read at the end of this unit outline.

Your essay must be submitted in two stages:

STAGE 1: Submit softcopy to the plagiarism detection system 'Turnitin' before the deadline on Wednesday, May 12, 5 pm sharp. Please see instructions below.

STAGE 2: Submit hardcopy to lecturer in CLASSROOM E6A 133 on Wednesday May 19, at 2pm.

Submissions received after the deadline will lead to an automatic 5 mark per day deduction out of the total possible 30 marks for the assessment piece

Please note that your applied essay must include the following:

- Cover sheet with student name, student ID number, tutorial/class enrolment number, tutorial day and time
- **Turnitin receipt email**. This email provides time and date proof of assignment submission to the Turnitin system
- **Copy of the Originality report from Turnitin printed out in black and white, or colour**

Any essay not containing a student cover sheet, a print out of the Turnitin Receipt email stating time/date of submission, as well as the Turnitin Originality report **will not be marked.**

- Expectations in relation to the presentation of written and/or oral work:

  All written work to be submitted in typed format on A4 white paper, using **only one side** of the sheet, 12pt Arial typeface, 1.5-spaced.

  Assignment to be contained securely in a ring or clip binder.

The assessment tasks fulfill and evaluate the stated learning outcomes of the unit by providing students with the opportunity [via a practical 4000 word **individual – not group work** - assignment] to prove to themselves and the lecturer that they are capable of drafting a B-to-B marketing strategy that would in all likelihood be acceptable to a "real world" senior corporate executive as a means of creating a sale and thereby a loyal customer.

You must prepare and present all written work associated with your Assessment Tasks in accordance with the requirements of the Publication Manual of the American Psychological Association. For a summary and examples of the key APA guidelines, see: http://www.bedfordstmartins.com/online/cite6.html

For a summary of the key issues that must be addressed in order to do so see the program's Writing Guide.

References to be in keeping with **APA** guidelines & Macquarie University guidelines as detailed on the student information website.

ERIC INDIVIDUAL ASSIGNMENT COVER SHEET is required for all assignments, available for download from the ERIC website

http://www.efs.mq.edu.au/__data/assets/pdf_file/12911/Individual_cover_sheet.pdf

- Work that is submitted late will lose 5 marks per day overdue, including weekends and holidays.

8.2.3.1 Plagiarism Detection Software Use in Unit

It is the University's task to encourage ethical scholarship and to inform students and staff about the institutional standards of academic behaviour expected of them in learning, teaching and research. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must ensure they do not plagiarise. Plagiarism and the consequences of plagiarizing are discussed in section 10. In order to detect evidence of plagiarism in students' work, this Unit utilizes the plagiarism detection software **Turnitin**. You must upload a soft copy of your essay to the appropriate section of Turnitin (through Blackboard: http://learn.mq.edu.au), prior to handing a hard copy to the lecturer.

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Postgraduate Studies* or on the web at: http://www.student.mq.edu.au/plagiarism/
The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

8.2.4 Final Examination 40%

The Final Examination of students encourages them to demonstrate their comprehensive understanding of the avoidance of conflict in the business-to-business buyer-seller relationship and the profitability of a collaborative selling approach.

- Exam date: Wednesday June 2, 2010. Time 2pm -5pm. Location E6A 133
- Exam duration 3 hours.
- Format of exam: essay questions…select **any 5** questions from a choice of 8. Answers should be around 400 words in length. Each question is valued at 8 marks.
- All students are **required to pass the final examination to obtain a passing grade for the unit irrespective of accumulated marks.**
- Digital/Electronic devices and Calculators, electronic language translation devices are NOT permitted in the exam
- Dictionaries are NOT permitted in the exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the **special consideration process is available at**
http://www.reg.mq.edu.au/Forms/APSCon.pdf
You are advised that it is Macquarie University policy not to set early or delayed examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official University examination period, and can attend the exam at the designated time and place.

8.3 Assessment weights

Early warning short essay quiz	20%
Final Examination	40%
In-lecture participation/journal	10%
Major Assignment	30%

All students are **required to pass the final examination to obtain a passing grade for the unit.**

It is an assessment requirement of this unit that students attend 80% of lectures.

Personal involvement in discussion within our classroom and active maintenance of reflective journals can earn students up to 10 marks. ,

9.0 STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can accessed at

http://www.student.mq.edu.au

10.0 WEEKLY LIST OF TOPICS TO BE COVERED

Week	Date	Topic	Reading
1	**February 24**	Review course content, textbook & set objectives Issue assignment & review purpose, relevance to course materials, format, and expectations. The *SCORE* process: moving from conflict to collaboration. Toyota Production System and supplier relationships.	Thull
2	**March 3**	Provocation selling	HBR Lay, Hewlin, Moore
3	**March 10**	Solution selling	Thull (*Prime Solution)*
4	**March 17**	Exceptional Selling Pt.I Gaining insight & access; creating compelling offers; failure to communicate; presentation or diagnosis.	Thull (text)
5	**March 24**	Exceptional Selling Pt.II Commoditisation of value proposition; burden of proof; Translation skills; value triad; across the spectrum positioning; value relevancy; mutual self-esteem.	Thull (text)

6	**March 31**	Outcomes-based market research: identifying new market opportunities competitors do not see. **Short essay quiz today** **MID-SEMESTER BREAK April 5 - 16, 2010**	HBR
7	**April 21**	Whitepapers and their role in gaining sales leads.	Bly, Stelzner
8	**April 28**	Direct Marketing B-to-B.	HBR
9	**May 5**	Customer value management.	Kordupleski; Reichheld
10	**May 12**	Trust in Retailer/Manufacturer relationships: Managing Modularity: *Li & Fung* Hong Kong case study **ASSIGNMENT due to TURNITIN before 5pm today**	HBR
11	**May 19**	Overcoming resistance to cultural change: the Bill Bratton approach **ASSIGNMENT due today as HARD COPY at 2pm in CLASSROOM E6A 133**	HBR
12	**May 26**	Review all course topics and prepare for examination.	
13	**June 2**	**Final Examination**. **In E6A133**	

Grade

Assessment and Feedback Marking Guide

Assessment Task: Business-to-Business Marketing Essay

Unit Code: MKTG807

Student Name:

Assessor Name: **Date:**

Assessed Unit Learning Outcome(s)

Primary Learning Outcomes:

- Critically analyse, discuss, and evaluate the literature on marketing topics in relation to the relevant theories (learning outcome 6)
- Demonstrate use of written skills to integrate key marketing theoretic concepts and to create a coherent and theoretically rigorous argument (learning outcome 11)
- Use secondary research skills to collect, collate and integrate scholarly peer reviewed journal opinion on applied marketing topics (learning outcome 12)

Secondary Learning Outcomes:

- Outline the scope of marketing and recognise marketing as an organisation-wide philosophy (learning outcome 1)
- Appreciate the role of marketing in business and understand that marketing begins and ends with the customer (learning outcome 2)
- Assess the marketing environment and understand its impact upon key theoretic marketing principles including product, pricing, place and promotion (learning outcome 3)
- Understand and evaluate the differences between marketing a product versus a service (learning outcome 4)
- Apply marketing techniques and theories to develop creative solutions to marketing problems (learning outcome 5)

General Standards as Applied to this Assignment

High Distinction 85-100%	The student demonstrates the competencies in Distinction standard and in addition demonstrates; • Insightful and comprehensive identification and discussion of key scholarly literature concerning the specialist marketing topic. Advanced understanding of the relevant marketing communications theory leading to defensible generalizations. • Demonstrates capacity to use new insights to critically appraise literature, ideas and arguments, draws well-supported conclusions, and applies relevant theory. • Uses creative examples, possible extensions, and applications of theory. • The work has been written, referenced and presented to an exemplary, publishable, academic standard, and presents a compelling and effective argument/discussion.
Distinction 75-84%	The student demonstrates the competencies in Credit standard and in addition; • Demonstrates selectivity and uses judgement in determining the importance of readings and ideas. Develops a progressive, convincing, and clear argument throughout the work. • Shows evidence of wide reading and synthesis of ideas. • Demonstrates a comprehensive understanding of the relevant theory. • Demonstrates capacity to evaluate and critically appraise literature, ideas and arguments, draw appropriate conclusions and apply relevant theory. • The work has been written and presented to a high academic standard, and presents a coherent argument.

Credit 65-74%	The student demonstrates the competencies in Pass standard, and in addition; • Demonstrates the understanding of key marketing communications concepts, theories, and issues. Key literature in marketing communications identified and discussed. Demonstrates a sound understanding of relevant theory. • Demonstrates a sound capacity to appraise literature, ideas and arguments, to draw limited conclusions and apply relevant theory. • May sometimes lapse into description rather than providing analysis and evaluation. • Provides a satisfactorily structured, sourced, and referenced work which is clearly written and grammatically accurate in terms of spelling. Some significant improvements needed to meet a standard suitable for publication. Argument/discussion is credible.
Pass 50-64% Conceded Pass 45-49%	The student demonstrates the following; • Most of the key marketing communications concepts, theories, and issues in the specialist marketing communications topic are identified and discussed. Conveys a basic understanding of the relevant theory. • The work demonstrates a limited capacity to appraise literature, ideas and arguments, draw appropriate conclusions and apply relevant theory. • The work provides little or no evidence of critical analysis and may simply restate or describe. The work is not synthesised or integrated and lacks depth of analysis. • Relies extensively on text, or limited readings providing little evidence of research. May demonstrate a narrow focus. • The work is presented with sufficient coherence and clarity for the reader to understand the ideas and arguments being proposed. Improvements to writing such as structure, grammar and referencing are required to meet academic writing standards. Argument/discussion has some flaws.
Fail 0-44%	The student may demonstrate some or all of the following; • Has not identified key scholarly literature concerning the specialist marketing topic. Conveys little evidence of understanding of relevant theory. • The work conveys little evidence of the capacity to appraise literature, ideas and arguments, to draw appropriate conclusions and apply relevant theory. • Demonstrates a failure to identify the issues. • Demonstrates a failure to answer the question or misinterprets the question. • Does not provide evidence of the minimum scholarly reading requirements (6). • The work demonstrates little understanding or appreciation of standards required for academic writing. Improvements in terms of clarity, grammar, spelling, quotations, referencing or presentation are required to achieve an acceptable standard. Argument/discussion is fundamentally flawed. • Assessment is not handed in on time.
General Comments	

Communication and Referencing

	Good	Need to improve	Comments
Spelling	☐	☐	
Sentence Structure	☐	☐	
Punctuation	☐	☐	
Vocabulary	☐	☐	
Structure	☐	☐	
Referencing	☐	☐	

Word count	Yes ☐ No ☐	Pagination	Yes ☐ No ☐