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Email is typically the best way to contact me. Every attempt will be made to respond to any correspondence within 24 hours.

Please make sure your Oakland University email account is accessed regularly and/or forwarded to your primary email address. Moodle announcements will automatically go to your Oakland University email. It is your responsibility to be aware of information sent electronically to the class as a whole, or to you individually.

TEXT:

No text required; suggested text:

Business Marketing Management: B2B, Hutt & Speh, 12th Edition, Cengage Learning, 2017

COURSE OBJECTIVES:

The objective of this course is to help you develop an understanding of business-to-business (B2B) marketing, that area of marketing that addresses the needs of the business customer, which are quite different than consumer needs. To help you gain an understanding of B2B marketing activities and how they are best implemented, the course emphasizes both theory and practice. However, greater attention is focused on practice, i.e., how B2B marketing decisions are made in the business environment. To achieve this end, readings and cases help to round out your understanding of B2B marketing.

Each class session is conducted in the manner of a business meeting. It is expected that you will have read all material assigned for the class session and will be prepared to actively participate in the class discussion, sharing your insights, opinions, and, if appropriate, your experiences with the class members. Your participation is particularly important since a portion of your grade depends on your participation.

The time constraints of the class sessions may not enable all of the material in the text or the readings to be discussed. Nevertheless, you are responsible for knowing and understanding all material listed in the Class Schedule, unless explicitly told otherwise.

COURSE FORMAT AND GRADING:

The course is presented in an interactive lecture/seminar format. The lectures present key concepts to motivate students to think critically about the various dimensions of the B2B market space and the role of marketing. The seminar format means the course is designed for a small number of students to allow for a high degree of interaction. Strategic cases that apply theoretical frameworks and concepts to practical situations and student led topic exercises will be used to evaluate current events in the global marketplace. A course project will draw together the course content into a B2B team paper. Leadership and team building skills are natural outcomes from this approach to learning.

Cases (20 points)

Five cases will be completed through the semester, with each student leading the discussion of one of cases as part of a team. Based on the initial number of students registered for the class, there should be three students responsible for each case. A sign-up sheet will be made available for students to sign up for the case of their choice.

In preparation to lead this discussion, the students will prepare a 3-5 page write up of the case, including background information, environmental evaluation, problem identification, alternative solutions and recommendations to be turned in to the professor. The “quickie case primer” handout provides additional direction. To effectively lead the discussion, the presenters may wish to also use presentation slides and some form of hand out.

B2B Team Project Paper (40 points)

To help provide a practical understanding of the theory and concepts discussed in the textbook, the readings, and the classroom, each team will research a B2B Company of their choice, but agreed to by the instructor. The purpose of this exercise is to find out how the Company is applying B2B theories and concepts in their day-to-day marketing activities.

Integrated Article Leadership of Current Topics in B2B Marketing (25 points)

In order to aid in the learning process, and to identify and apply concepts from class, throughout the semester beginning in week 3, a student will present an interesting and thought-provoking B2B marketing topic to the class. This topic should be drawn from a credible news source, such a BusinessWeek, Forbes, Wall Street Journal, a trade publication, or other verifiably relevant outlet.

Each week there are several articles assigned for reading in advance of class. The student assigned for lead the discussion of a current topic that week will be required to use the academic articles assigned for that week to provide a foundation for understanding and explaining the observed phenomenon.

15-20 minutes will be allotted to the presentation of the topic and the associated academic papers. The “interesting” topic should be presented in 15 minutes, with the remaining time used to moderate class discussion provoked by your topic. The presentation of the topic should include application of course material. For example, if the discussion for the week is “competitive analysis”, the topic presentation should include a current topic

related to competition in a B2B context, and then how the competitive environment can be assessed using the material provided on Moodle for that week. B2B issues from other weeks can be incorporated, as relevant; however, primary focus should be on the topic for the week. At the end of the discussion, you should provide a “moral of the story” which is a generalized observation or piece of knowledge that we can carry away from the presentation and discussion.

The purpose of this summary and presentation is to lead the discussion of the article with the class. Therefore, you should be prepared to ask some thought provoking questions or bring a unique perspective to the table to challenge the other students to engage in discussion of the article and topic. This is the most important part of this assignment!

The presenting student will turn in (1) a copy of the article or other material that was the basis of the discussion; (2) a synopsis of the article/material; (3) a brief write-up of the relevant B2B marketing topics; (4) questions that were generated during the discussion; and (5) a conclusion distilling the reason this was important for class discussion. The write up should not exceed 3 pages, with 1-inch margins and 12-point font.

Assignments will be made on a rotating basis in alphabetic order by student last name. The students who are not assigned an article should be prepared for discussion of the issues brought out in the course material, and to address the questions raised by the article presentation.

Section 1 -	Brief overview of the topic, why it is relevant and/or important
Section 2 -	Summary of the major points with specific definitions of concepts and how they relate to each other.
Section 3 -	Insights about the concepts from the academic articles for the week/topic area.
Section 4 -	Analysis of the topic applying the concepts from the academic articles. How does the material in the academic articles help to explain and understand the current topic? Justify your position!
Section 5 -	Summarize and conclude.

Class Contribution (15 points)

A seminar format is inherently interactive and preparation for class discussions is necessary to participate fully. Participation includes regular attendance, contribution to discussions, and demonstrated interest in the course material. Involvement will be judged based on the quality of the contribution, not only on quantity of input. Contributions that bring a unique, but productive perspective to an issue will be most beneficial. The key is “contribution”, not “attendance”. **Attendance is a necessary condition, but not sufficient to be considered a contribution!**

Some discussion topics may be added to Moodle. Participation with these topics will be considered towards your contribution grade.

Calculating Your Grade:

Case Leadership	20%
Project	40%
Current Topic & Article Leadership	25%
Participation	15%

The final grade structure will be based on the University's grading policies. A curve of final course percentages will be developed where 94% equals a 4.0, based on a 4.0 scale and equal distribution at .10 intervals.

Peer Evaluations (mandatory to get your grade!)

Part of the learning experience of this course involves learning to work as a team. It is important to let your fellow group members know how they are doing. No one should be surprised by a poor evaluation. Each group member should be frank with the others in evaluating their performance and should let them know how they can improve. You will evaluate your team members' contributions at the end of the semester. Group evaluations must be received from each student at the end of the course in order to receive a grade for the class. This is **absolutely mandatory** to ensure group participation is balanced. The Professor **reserves the right** to re-distribute group related grades when there is clear **written evidence** from the members of the group that there is a lack of participation from a member(s).

POLICIES:

- Please adhere to professional behavior in class. **Electronic devices should be put away if guest speakers are present.**
- Submitted work must be typewritten, and **submitted in both hard copy and electronic form (via moodle)** when required. NO handwritten material will be accepted, except for impromptu in-class assignments.
- Final course grades are final. Changes will only be made if there is a mistake in the calculation of the final grade. No incomplete or deferred grades will be given.
- Any act of academic dishonesty during the course will result in a 0.0 grade for the course and possible suspension from the University in accordance with the University's academic policy guidelines.
- In accordance with the university policy, students with documented sensory and/or other special needs should inform the professor, so that their circumstances can be accommodated.
- Extensions and make-ups will only be granted on medical or compassionate grounds and will not necessarily be granted because of work or other commitments. Requests for extensions should be made in writing prior to the due date. Late assignments that have not been granted an extension will be penalized by deducting 20% of the possible mark for each day overdue.
- **All course material is protected by U.S. copyright law.** You must not take notes or make audio/visual recordings for the purpose of selling or re-distribution (**this includes social media of any kind**).