

**Course outline****Business marketing****MARK 60109A**

**Professor: Gary Gebhardt**  
**Bureau 4.507**  
**Tél. : 340-6868**  
**Courriel : gary.gebhardt@hec.ca**

---

This course exposes students to the unique characteristics, challenges and solutions related to Business-to-Business (B2B) marketing. This includes the nature of the market and relationships between organizations, as well as the strategies, tools, and tactics used to serve business markets.

This course on Business Marketing highlights the features and characteristics of marketing management in the context of relations between organizations and to promote studies and research in this area. More specifically, this course aims to enable students to:

1. Understand the characteristics of and trends in Business Marketing,
2. Understand the major theories related to Business Marketing;
3. Develop the ability to apply Business Marketing theory to solve problems in practice;
4. Develop new research questions/ideas related to Business Marketing by identifying gaps between existing theory and current practice, and
5. Be able to read academic research, assess its quality and understand how to apply the findings in practice.

**COURSE OBJECTIVES**

This course on Business Marketing highlights the features and characteristics of marketing management in the context of relations between organizations and to promote studies and research in this area.

More specifically, this course aims to enable students to:

1. Understand the characteristics of and trends in Business Marketing,
  2. Understand the major theories related to Business Marketing;
  3. Develop the ability to apply Business Marketing theory to solve problems in practice;
  4. Be able to read academic research, assess its quality and understand how to apply the findings in practice; and
  5. Develop new research questions/ideas related to Business Marketing by identifying gaps between existing theory and current practice.
-

## **PEDAGOGICAL APPROACH AND COURSE FORMAT**

In order to address the objectives related to the theory and practice of business marketing, this course will have nine applied case-based sessions focused on an applied area of practice and three sessions focused on academic research. This model is organized as (a) three applied case-based sessions, followed by (b) an academic research session looking at three academic articles related to the prior case-based sessions.

### **Case discussions**

The case method is a subset of the active learning approach, considered the most effective at ensuring long-term retention of concepts and the ability to effectively utilize those concepts by participants. Accordingly, for most sessions we will focus on developing solutions – both individually and collectively – for an actual business case.

- Most weeks, a large portion of classroom time will be spent discussing the case as a class. We will provide more guidance for the process on the first day of class.
- Participation in our case discussions is a critical component of the class and your learning. That being said, it is important to understand that *frequency* participation in class is not as important as the *quality* of participation. That is, you should strive to make effective use of discussion time in class, through thoughtful, timely, and constructive participation.
- *We reserve the right to cold call on anyone during class discussions related to assigned readings or case material.*

### **Academic article discussions**

Since this is an MSc course, we will also read and discuss some academic articles. Our expectations for these will be largely the same as for case studies, although rather than “solving” a case, students will be expected to be able to discuss the article, its findings and make connections between the article and practice.

### **ZoneCours homework**

Beginning with our second session, participants will be required to respond to some questions regarding the readings and cases on ZoneCours before each class session begins. The goal of the homework is to ensure that participants have read the material and are prepared for class.

### **Expectations regarding homework**

Since the objective of the homework is to ensure that participants are prepared to discuss the readings and cases in class, participants are expected to read the assignments, articles and solve cases *individually* and submit their *individual homework response*, and then we will all discuss and analyze each case and article collectively in class.

The overwhelming majority of participants in prior classes have been surprised by how much they have learned using this approach.

Successfully using this learning model requires that participants imagine themselves as characters in the case and try to solve the case the best they can on their own. Then, when the entire class

gets together to discuss the case, the discussion is very interesting and, typically, people see a lot more and learn a lot more about how to solve complex problems than they did on their own.

In order to make this approach work – which means ensuring YOU will learn the most out of the class that you possibly can – you should *only use data in the case and models/tools from the assigned textbook (or other textbooks you have used in the MSc program or your Bacc program)*. Participants should never try to “find out” what really happened or get outside data when analyzing the case. Once that happens, the mental process of learning how to solve a problem on your own is destroyed.

Hence, here are the ground rules for analyzing and preparing cases that we will use for this course:

- Participants must individually complete assignments,
- Participants should not seek an unfair advantage over other participants,
- Participants must truthfully represent fact and self at all times, and
- The professor must be able to trust that these rules are followed in order to grade assignments, grade exams and facilitate classroom discussion.

To ensure these goals and the goals of the class, participants are expected to:

- Work individually on each week’s homework;
- Not discuss cases or case questions with other students or people who could give them an unfair advantage before our class discussion;
- Not share any data, information or formatting for write-ups with other participants; and
- Abstain from seeking any information from outside the assigned case or MSc and Bacc. textbooks to when solving a case.

***Any violation of these rules will be referred to the Director of the MSc Program.***

### **GRADING/EVALUATION CRITERIA**

Participants earn grades based on ZoneCours assignments, classroom participation and a final examination at the end of the course. Arriving late to class will be tracked and negatively impact a participant’s final grade.

### **Zonecours Homework (20%)**

**Place:** on-line

**Assignment format:** electronic

**Modality:** written/quiz

**Work Completion Mode:** individual

#### **Description**

There will be weekly assignments to prepare for class starting in Week 2. These assignments will be done on-line as quizzes, suggested solutions to a case and/or academic article summaries.

*Weekly assignments must be completed and submitted on Zonecours before class begins.*

**Participation (40%)****Place:** in class**Work Completion Mode:** individual**Description**

Student participation in class will count toward 40% of each student's final grade.

Participation is defined as positive interactions during class sessions that moves the class discussion forward, as discussed in the detail comments on Case and Article discussions.

*Arriving late or leaving early will negatively affect the participation grade.*

**Final Exam (40%)****Place:** in class, scheduled and administered by the Registrar**Assignment format:** paper**Modality:** written**Work Completion Mode:** individual

The final exam will be a traditional exam administered during the examination period. It will include some combination of case study analysis and comprehensive examination questions to assess the extent that students are able to analyze business-to-business marketing challenges in a structured and rigorous manner, as modeled throughout the course.

Final grades will be assigned based on the following table:

	Assessment	Final Grade Weight
Zonecours Homework	<ul style="list-style-type: none"> <li>• 2/2: Excellent</li> <li>• 1.25/2: Good</li> <li>• 0: Unacceptable</li> </ul>	20% (10/12 highest)
Class Participation	<ul style="list-style-type: none"> <li>• 4 High Contribution</li> <li>• 3 Positive</li> <li>• 2 Present</li> <li>• 0 Absent or unacceptable</li> </ul>	40% (10/12 highest)
Final Exam	0-40 points	40%
Total	0-100 points	100%

## CLASS SCHEDULE

### **Session 1: Introduction: A Business Marketing Perspective**

- Introductions
- Overview of the class and review of the syllabus
- Overview of Business and Channel Marketing

#### Required Readings posted on ZoneCours:

- Michael E. Porter, “What is Strategy,” HBR 1996: # 96608-PDF-ENG
- William Ellet, “The Case Study Handbook,”
  - Chapter 1: “Persuasion, Argument, and the Case Method” - # 2447BC-PDF-ENG
  - Chapter 2: “What Is a Case?” - # 2448BC-PDF-ENG
  - Chapter 9: “How to Write a Case-Based Essay” - # 2451BC-PDF-ENG

Required Reading in Textbook: ***Business Market Management: understanding, creating, and delivering value***, 3rd edition (2009) by James C. Anderson, James A. Narus, and Das Narayandas, Upper Saddle River, New Jersey: Pearson Prentice Hall.

- Chapter 1: Business Market Management : Guiding Principles

### **Session 2: Business Purchasing Behaviours and Buy Scenarios**

- Understand how organizations buy products, services and solutions.
- General types buy scenarios
- Using detailed buy scenarios to identify, group and segment markets

#### Required Reading in “Business Market Management:”

- Chapter 2: Market Sensing

#### Case Assignment:

- Curled Metal Inc.--Engineered Products Division, HBSP #709434-PDF-ENG

### **Session 3: Value Propositions**

- Uncovering the value added for businesses and channels
- Using value propositions to identify, group and segment the market
- Developing solutions by segment according to value propositions and buy scenarios

#### Required Reading in “Business Market Management:”

- Chapter 3: Understanding Firms as Customers

#### Case Assignment:

- Biopure, HBSP # 598150-PDF-ENG

#### **Session 4: Value-in-Use and Value Pricing**

- Understanding the notion of Value-in-Use for a product, service or solution
- Understanding the competitive advantage of using Value-in-Use in establishing a price
- Tools for quantifying Value-in-Use

#### **Required Reading in “Business Market Management:”**

- Chapter 4: Crafting Market Strategy
- Chapter 5: Managing Market Offerings

#### **Case Assignment:**

- KONE: The MonoSpace Launch in Germany; HBS Product Number: 501070-PDF-ENG

#### **Session 5: Academic Research on B2B and Value**

##### ***Academic Articles***

- Narayandas, Das and V. Kasturi Rangan (2004), "Building and Sustaining Buyer-Seller Relationships in Mature Industrial Markets," *Journal of Marketing*, 68 (3), 63.
- Brown, Brian P., Alex R. Zablah, Danny N. Bellenger, and Wesley J. Johnston (2011), "When do B2B brands influence the decision making of organizational buyers? An examination of the relationship between purchase risk and brand sensitivity," *International Journal of Research in Marketing*, 28 (3), 194.
- Chase, Kevin S. and Brian Murtha (2019), "Selling to Barricaded Buyers," *Journal of Marketing*, 83 (6), 2-20.

#### **Session 6: Channels of Distribution**

- Channel types, roles, and behaviors
- Understanding channel business models and economics

#### **Required Reading on ZoneCours2:**

- Marketing Reading: Developing and Managing Channels of Distribution, by V. Kasturi Rangan; Web Based HTML; HBSP #: 8149-HTML-ENG
  - NOTE: This is an on-line, interactive reading assignment.

#### **Case Assignment:**

- Alloy Rods Corp., by Frank V. Cespedes and Ellen R. Hattemer; HBSP #: 586046-PDF-ENG

#### **Session 7: Channel Strategy and Planning**

- Developing a channel strategy
- Evaluating different types of channels based on the needs and desires of target segments and how to choose among them
- Creating channel management programs to maximize the value added for end-users and channel partners

#### **Required Reading in “Business Market Management:”**

- Chapter 7: Business Channel Management

Case Assignment:

- Arrow Electronics, Inc., by Das Narayandas; HBSP #: 598022-PDF-ENG

**Session 8: Implementation : Choosing and Managing Channel Members**

- Implementing channel strategies
- Understanding the role and responsibilities of channels
- Selecting people to manage the channels
- Selecting and managing channel members

Required Reading in “Business Market Management:”

- Chapter 9: Sustaining Reseller Partnerships

Case Assignment:

- WESCO Distribution, Inc.; Numéro de Produit HBS: 598021-PDF-ENG

**Session 9: Academic Research on Distribution Channels**

*Academic Articles*

- Vinhas, Alberto Sa and Erin Anderson (2005), "How Potential Conflict Drives Channel Structure: Concurrent (Direct and Indirect) Channels," *Journal of Marketing Research*, 42 (4), 507-15.
- Avery, Jill, Thomas J. Steenburgh, John Deighton, and Mary Caravella (2011), "Adding Bricks to Clicks: Predicting the Patterns of Cross-Channel Elasticities Over Time," *Journal of Marketing*, 76 (3), 96-111.
- Lawrence, Justin, Vamsi Kanuri, Andrew Crecelius, and Robert Palmatier (2019), "When Hybrid Sales Structures Enhance Performance in B2B Markets," *Draft*

**Session 10: Consultative Selling**

- Consultative selling in business markets and with channel partners

Required Reading in “Business Market Management:”

- Chapter 8: Gaining New Business

Case Assignment:

- Siebel Systems: Anatomy of a Sale, Part 1, by John Deighton and Das Narayandas; Numéro de Produit HBS : 503021-PDF-ENG
- Siebel Systems: Anatomy of a Sale, Part 2, by John Deighton and Das Narayandas; Numéro de Produit HBS : 503022-PDF-ENG
- Siebel Systems: Anatomy of a Sale, Part 3, John Deighton; Das Narayandas, HBSP Product #: 503023-PDF-ENG

## **SESSION 11: SALES FORCE MANAGEMENT**

### **Required Reading on ZoneCours2:**

- Marketing Reading: Sales Force Design and Management, by Doug J. Chung and Das Narayandas; Web Based HTML; HBSP #: 8213-HTM-ENG
  - NOTE: This is an on-line, interactive reading assignment.

### **Case Assignment:**

- Hewlett-Packard--Computer Systems Organization: Selling to Enterprise Customers, by Das Narayandas and Robert C. Dudley, HBSP Product #: 500064-PDF-ENG

## **Session 12: Finding and Managing Customers with Channel Partners**

- Working in partnership with the channels to find and manage clients
- Understanding the role of direct sales to pull sales through channel partners
- Using customer relationship management to maximize the lifetime value of customers
- Using the internet to increase customer value

### **Required Reading:**

- Social Media And Related Technology: Drivers Of Change In Managing The Contemporary Sales Force, by William C. Moncrief, Greg W. Marshall and John M. Rudd in Business Horizons, HBSP # BH647-PDF-ENG
- Redirecting Direct Selling: High-Touch Embraces High-Tech, by Linda Ferrell and O.C. Ferrell in Business Horizons; HBSP #: BH478-PDF-ENG

### **Case Assignment:**

- Hiperbaric: B2B 2.0 by Pablo Foncillas: IESE Business School Case Study, HBSP : IES373-PDF-ENG

## **Session 13: Academic Research on Selling and Sales Management**

### ***Academic Articles***

- Palmatier, R. W., L. K. Scheer and J.-B. E. M. Steenkamp (2007). "Customer Loyalty to Whom? Managing the Benefits and Risks of Salesperson-Owned Loyalty." *Journal of Marketing Research* 44(2): 185.
- Hohenberg, Sebastian and Christian Homburg (2015), "Motivating Sales Reps for Innovation Selling in Different Cultures," *Journal of Marketing*, 80 (2), 101-20.
- Shi, Huanhuan, Shrihari Sridhar, Rajdeep Grewal, and Gary Lilien (2016), "Sales Representative Departures and Customer Reassignment Strategies in Business-to-Business Markets," *Journal of Marketing*, 81 (2), 25-44.

### **Required Textbook**

***Business Market Management: understanding, creating, and delivering value***, 3rd edition (2009) by James C. Anderson, James A. Narus, and Das Narayandas, Upper Saddle River, New Jersey: Pearson Prentice Hall.