

Class name: Business to Business Marketing Mktg 511 A

Class times: Monday and Wednesdays, 10:30a - 12:20p

Class location: Online via Zoom

Office hours: Wednesdays 12:20p - 1:20p and by appointment (you can set a phone or Zoom meeting at www.elissafink.com/talk)

Contact: efink@uw.edu or elissa@elissafink.com

Syllabus: Below, which will be kept current; you can also find a dated version in the "Files" section of Canvas in Word form.

Welcome!

Welcome to Business to Business (B2B) Marketing.

This is the third time I'm teaching this class, having retired late 2018 as CMO for Tableau, a publicly held B2B software company that went from under \$5 million in revenue to over \$1 billion while I ran marketing. I've also held several executive B2B marketing positions for well over 20+ years in other companies. This course was built with the idea that when you finish, you'll be able to have a good conversation with a B2B CMO about marketing, strategy and execution. I want you to be someone that not only can understand theory and build strategy but also can be conversant in the day-to-day language of B2B marketing.

Since this is 100% online instruction, we'll all have to be flexible and helpful as we work to find the best ways to share information and collaborate. I want to deliver as much knowledge and learning had this been an in-person class so I appreciate your understanding, patience and especially your feedback and constructive ideas for improving. And I want you to know that I am here for you now as your instructor but I'm also willing to be available to you when you are back in the workforce building your career.

Overall Course Objectives

Business to Business (B2B) Marketing addresses how to understand, create, and deliver value when selling goods and services to other businesses, governments, and institutional customers.

In this course, students will learn how business markets differ from consumer markets, how to assess opportunities in business markets, how to develop a marketing strategy, how to manage key marketing execution elements and how to make data-driven marketing decisions that enable a B2B company to generate and deliver value for its customers, itself, and its partners.

This course is a marketing elective that builds upon the frameworks and lessons learned in the Marketing Core. We will be focusing on issues that are specific to business markets, whether because of implementation challenges, coordination problems, market conditions, or pre-existing company or industry norms. In addition, because it's critical for marketers to play the prognosticator and general

change agent, we'll be discussing general business trends particularly affecting customer, marketing and go-to-market strategy.

There are three major themes underlying this course that we will return to time and time again in our discussions:

1. Marketing to businesses is not so dissimilar to consumer marketing; it's the science and art of marketing to people
2. Digital disruption is impacting nearly every aspect of business; data and analytics are core to insight and speed to act.
3. Leadership is critical to driving change in disruptive times.

Grading Policy and Assignments

Like the world of business, your participation in our discussions is absolutely critical so it is the heaviest contributor to your final grade. The final grade in this course will be based on the following components:

- 40% Class participation
- 35% Group assignment
- 25% Cases, Quizzes & Exercises

In all elective courses at Foster, the distribution of final grades must satisfy school-wide requirements. Grades will be curved accordingly at the end of the quarter.

Group project:

For the group project, there will be several small group assignments that lead up to the final presentation. These assignments should be done in groups of 3-4 students. Groups should ideally be chosen by the 3rd week of class. You will be able to sign up via a link that will be posted here.

You and your group will select a company from a pre-determined list. Using publicly available information, articles, your interviews with customers, vendors, ex and current employees, etc., you will audit the company's marketing based on the items in our syllabus.

Group assignments are a key part of learning because in business, nearly everything you do is in the context of a group. In addition, they require a blend of quantitative skills and managerial intuition — as a result, your groups will benefit if they consist of members with complementary skill sets.

I expect all students to contribute to the group assignments. At the end of the quarter, I will ask you to provide peer evaluations of your group members' contributions to the team. These evaluations will be reflected in class participation grades.

Individual exercises:

For any exercises or projects assigned (excluding the final group project), students should turn in a short case memo that covers the discussion questions for the case. The specific questions we will address will be shared via Canvas - they will not necessarily include all the questions contained in the cases themselves. Write-ups should be short (1-2 pages max) and should consist of answers to the specific discussion questions that accompany each case. You are encouraged to discuss the discussion questions with your classmates, but the documents should be submitted individually.

For any analytic projects assigned, students should turn in a working spreadsheet, analysis or model that provides the answers as defined by the problem statement. (The free license of Tableau is provided as an option and is not required to be used especially if you prefer some other analytical tool.) Analytics should be clear and simple. Assignments should be submitted to Canvas before class. We will be debriefing each assignment during class, so late work cannot be accepted.

Class participation:

This course requires significant levels of class participation from students. As in the real world, being well prepared is a crucial component of your ability to participate in a constructive manner; offering your useful, constructive and collaborative participation is equally as critical.

Please note the following:

- Typically, I will publish any slides or reference materials we'll be discussing in class the morning of that class.
- At the end of each class, you will be asked to complete a participation quiz/survey evaluating your own performance for that day
 - The quiz/survey must be completed on the day of class or it will not count toward your evaluation. If you are absent, obviously you should not complete the survey. Please complete the information as objectively as possible.
- We will use Breakout Rooms consistently so please be prepared to have a thoughtful discussion with your peers. For the first few weeks, you will be assigned randomly to groups; after final project groups are formed, we will use those.
- Occasionally, we will be using current B2B events as the basis of some of our discussions; staying current, thinking on your feet, and speaking eloquently and persuasively are all important to your career as a marketer. We will share a story or insight and discuss the marketing implications. Your participation grade will be hugely improved if you make contributions that are well substantiated, persuasively presented, and insightful.
 - PLEASE NOTE: To give you more options for participation, you can (but are not required to) post responses to "Discussions" in Canvas. While I very much appreciate in-class participation (e.g., via open discussion, break rooms, questions, etc.), if you decide to share your thoughts about a particular article via posted "Discussions", please note that in the Participation Survey. I will NOT be grading your posts but will be reading and

occasionally commenting on them. I also appreciate your judiciously "liking" other students' posts. "Discussion" topics will be posted as needed.

Technology and Process:

Normally I wouldn't make "Technology and Process" so prominent in the outline but in this particular time, I want to be clear about how the class will likely run. Class participation is a huge part of your grade so I do expect you to participate actively. As importantly, I expect that as we get into the mechanics of the class, how the class operates could change; I appreciate your help and feedback in making this a worthwhile use of your time. In addition, if you have any difficulties, technical hurdles, extenuating circumstances, please let me know ASAP. I won't be able to be your technical support but we can work together to solve issues.

Online tools:

We will use Zoom for all class meetings. Since I will be tracking participation, you are required to sign in using your UW ID.

- In using Zoom, I expect you to be logged in on time for every class with BOTH audio and live video. Be prepared to know the following items:
 - To use your registered name as your Zoom name so I know it's you
 - To have good quality audio and minimal background noise (if possible)
 - To be on screen via live video
 - To mute and unmute yourself (note that I will often place everyone on mute and will unmute you as needed in class)
 - To answer Zoom polls
 - To use Zoom chat
 - To rapidly raise hand when you want to speak
 - To use emoticons to indicate how the class is going
 - To enter into rooms for sub-group discussions in our class and after, return to the main class
 - To share your screen if I ask you to
- For each week, there are related readings, videos and materials identified for each topic and set of learning objectives. I expect that you will read the course packets/articles by the Monday of that week. But note that the topics listed last in each week will likely be covered Wednesdays.

- I will also record each class and post the class recording typically within 1 week. You will find the link here in the syllabus under each date; also, you often can find the recordings in Panopto Recordings (provided there have been no technology interruptions).

We'll also **occasionally use Poll Everywhere** when Zoom polls don't give us enough options. When I open a poll in class, you can respond to Poll Everywhere polls in 2 ways:

- Via Website. You can respond at [PollEv.com/elissafink898](https://poll-everywhere.com/Elissafink898).
- Via Text messaging. You text the word "ELISSAFINK898" to 22333 to join the session, then you text a response to the poll based on prompts I'll give you in class.

Class and syllabus format:

The **syllabus WILL change** as we all adapt to online classes. So please check Canvas regularly. And I really appreciate your flexibility and patience!

The typical process flow or format of the class will be as follows:

- Welcome
- Agenda review
- Current news discussion (usually based on WSJ article or news item - typically, I will send it to you via Canvas email)
- Lecture/content
- Class participation (breakout room, poll, discussions (Canvas), etc.)
- Break
- Lecture/content – either together as a class or separately, where you log off and then log back in after a specific period of time
- Class participation (breakout room, poll, discussions (Canvas), chat, etc.)
- Wrap up
- Participation quiz/survey

Course Materials:

Readings in this course consist of a mixture of a coursepack, cases, articles and videos/webinars.

- **Coursepack and cases:** Downloadable from the Harvard Business School Publishing website. Instructions are on Canvas. Here's a link to the coursepack:
<https://hbsp.harvard.edu/import/773796>
- **Additional readings:** Links in syllabus

- **Free student license of Tableau:** We'll use this in our class around analytics and data; as well, you could find it useful for your group project. Please follow these instructions
 - [Download the latest version of Tableau Desktop and Tableau Prep Builder here](#)
 - Click on the link above and select “Download Tableau Desktop” and “Download Tableau Prep Builder”. Tableau Prep is OPTIONAL.
 - On the form, enter your school email address for Business E-mail and enter the name of your school for Organization.
 - Activate with your product key: TCNC-AFE4-C310-C598-0DE7
 - Already have a copy of Tableau Desktop installed? Update your license in the application: Help menu → Manage Product Keys
 - Special notes:
 - We will be getting a cloud version of Tableau to analyze data without installed software and to more easily analyze share our work. More information to come soon.
 - If you need help getting started, use the [Data Analytics for University Students guide](#) to help you get started.
 - You can continue using Tableau after the class is over by individually requesting your own one-year license through the [Tableau for Students program](#).
- **Lecture slides/notes/recordings:** When available, distributed on Canvas or via Zoom links.
- **Additional course material:** Distributed on Canvas as needed

The syllabus and as much of our course materials referenced above are posted on Canvas. All material is organized by week it belongs to. If any, lecture notes will be posted on Canvas.

There is no required textbook for this course. See above for the required course packet. If you would like a reference book, there are a number of options that provide additional information on business to business marketing, depending on your specific area of interest

1. Hutt and Speh: *Business Marketing Management: B2B* (11th ed: 2012) is the classic textbook focusing on business to business marketing.
2. Brennan, Canning and McDowell: *Business-to-Business Marketing* (4th ed: 2017) is a solid textbook covering both strategic and tactical B2B marketing.
3. Anderson, Narus, and Narayandas: *Business Market Management: Understand, Creating, and Delivering Value* (3rd ed: 2008) is a textbook that uses the lens of customer value to analyze business markets.

Honor Code:

Group assignments should not be discussed with members of other groups or with people from outside the class. The other cases can be discussed with other students in the class, but the case memo must be your work alone.

For the group assignments, the cases, and the exams, do not use any discussions or case solutions that you find online or that are shared by people who have taken similar courses in the past. To ensure that future classes benefit from a similar learning experience, I also ask that you do not share any case or assignment materials with students outside the class.