Nature and Purpose of the Course

This course applies marketing concepts, analyses and tools used in business to business (B2B) marketing which accounts for more than half of the economic activity in the US. The course applies classical and contemporary concepts to the B2B marketplace. We develop an understanding of customer value management as a strategy for delivering superior value to targeted business segments while obtaining equitable returns through value based selling. Using an analytical framework, students assess components of customer value and translate them into actionable marketing strategies and programs including value based pricing. Brand building, web and technology facilitation of the supply chain, and customer relationship management are integral to the above discussion. The course underscores sales force management within the context of go-to-market strategy. Ethical issues are discussed as they arise. Through case studies, applied exercises, and readings the course addresses various B2B contexts such as products and services, for-profits and non-profits, domestic and global markets. Applications in technology and healthcare domains are emphasized.

To provide the background and analytical skills necessary to help place you at the forefront of the effective management of business markets, the course is organized around four basic modules as follows:

1. **The fundamentals of business market management.** We begin the course with an overview of the basic dimensions of business market management as distinct from consumer market management. This will provide the foundation for our understanding of the interactions involved in a firm’s network of stakeholders.

2. **Business market strategy.** We then review in-depth the dimensions of what constitute customer-value, and strategies that can be adopted by an organization to deliver value commensurate with its core competence to facilitate value based pricing/selling.
3. **Creating value.** Our goal is to understand the varied ways to deliver value and obtain equitable returns using value based pricing/selling. We discuss ways to create value through appropriate market offering, value pricing, integrated communications, and effective channel management.

4. **Relationship development and sustenance.** Last we discuss how to deliver value through the intricate web of relationships an organization develops and nurtures with its customers, suppliers and resellers.

The **objectives** of this course include the following:

1. Familiarize you with both theory (through lectures and readings) and practice (through case analyses, exercises, videos, and industry speakers) involving key issues in business market management.
2. Prepare you to be able to critically evaluate and interpret complex cases depicting real life business situations such that you can make better decisions in your own organizational context.
3. Present you with an opportunity through the term project, to make an independent assessment of the strategic thrust and value delivery of a firm's market offering, *including your own entrepreneurial idea/venture.*
4. Provide you with a forum, of engaging in team effort by working in a group.
5. Further develop your management communication skills, both written and oral, by presenting and defending analyses of marketing situations.

To help attain the objectives outlined above, the course material will comprise of a mix of components as follows:

**Lectures and Discussion**

Lectures will highlight elements of the readings, provide an organizing framework for the topic of the day, and cover new material. Oral participation during the lecture sessions and case discussions will be very important. A substantial part of the benefit you will derive from the class is a function of your willingness to expose your viewpoints and conclusions to the critical judgment of the class, as well as your ability to build upon and evaluate the judgments of your classmates.

**Guest Speakers**

We will have industry experts as guest speakers during the course to help get insights into practice. Schedule permitting, we will arrange for a small group of students to go out with the speaker on a first come basis. Participation and quality of preparation for these meetings will count toward “class participation” grade.

**Class Participation**

Active, meaningful contribution to class discussion largely determines the class participation grade for this course. Although class attendance is necessary for class participation, the participation grade is not merely an attendance grade. Unfortunately, absences can have a big impact on your learning outcomes though I do understand that you have many demands on your time. As a result, you can use one **“15.833 absence token”** during the term. Please notify the TA when you use the above token.
Further, I have learnt from experience that cold calling really helps enhance learning outcomes for students. Therefore, I will cold call on you. If for some reason, you are not well prepared please feel free to tell me ahead of time on a case discussion day. You do not have to give me any reason for it. You can use this option once during the term on any case discussion day.

The two most important criteria in developing your participation grade are quality and threshold quantity, though quality is by far the most important criteria. The class participation grade is a grade that is built up through your contribution of insightful comments. In fact, beyond a threshold level of participation, much higher weight is placed on the depth of ideas presented and their contribution towards gaining new insights in the class discussion. Linking of concepts presented in class to current business events is highly valued.

Please bring your face cards to the first class and give it to the TA. In addition, I request you to do the following every class:

1. Display your name cards to facilitate class discussion and receive appropriate credit for your remarks.
2. Please use the same seat from November 6th.

**Brief Exercises**

We will do 2-3 brief exercises during the term. The solution to these brief exercises will be discussed in class. However, it helps to have you review the details before you come to class and attempt to solve them. You will e-mail or hand in your solution to the TA at the start of the class. This is 5% of the class participation grade. **You will get 100% credit just for turning in your solutions to these exercises!!!** Of course, you will need to show good faith effort. You will get no credit if these are not turned in by the start of class or shows a lack of good faith effort.

**Case Preparation and Analysis (Team Work)**

Cases will illustrate and expand the lectures, introduce new material, and allow for practice in business market decision making. The cases have been carefully selected to make a series of points. Some cases may not be particularly recent. **This is because a case is a pedagogical device designed to make a point, and these cases have been proven to do so well. They are not intended to be a summary of current events in a particular industry or market.**

The best way to prepare is to review the “Case Preparation Questions” listed in the syllabus. These questions also provide a good outline of how we will discuss the case in class. It is very helpful to have a case study group for your team. This is because one of the optimal ways to learn is by discussing issues with your peers, looking at alternative ways to address a given problem, and defending your ideas to others. **However, you should not discuss any case with a student who has studied it in another class or consult any files or written materials pertaining to the analysis of the case.**
During case discussions, special attention will be paid to whether the comments show evidence of critical analysis of the case. Emphasis will also be placed on the ability of participants to listen to the comments made by other members and then linking of their own comments to those of others. The relevance of comments made to the discussion and willingness of the participant to interact with other class members will be emphasized. Student comments receive especially positive credit where they demonstrate creative analysis of case data.

When your team submits a write-up for a case please do not discuss the case with members outside the team. For other cases you are free to discuss it with any class member. You maximize your learning outcomes by thinking deep about issues outlined in a case and by challenging yourself to come up with a creative solution using theoretical concepts and analyses learnt in class. Please link theoretical concepts and analyses discussed in class, to your case write-ups. Appendix I contains case write-up guidelines.

Each case write-up is to be done in teams. Please note that all members of the team are expected to participate equally in every case analysis and preparation to maximize learning. Each team should submit two case write-ups. Any team can opt to submit an additional write-up in which case the two highest grades will be retained. Please note that only cases identified in the schedule with a case write-up assignment are eligible for write-ups.

The case write-up is due prior to the case discussion. The team can e-mail it prior to class and/or submit a hard copy in class. Please note that though you are not required to answer all case preparation questions in your write-up, detailed preparation and analysis using the case preparation questions as a guide will be very helpful in developing an effective case write-up. The answers to these questions often act as supporting analysis for your case write-up.

Case Preparation and Analysis (Individual Work)

In addition to the two case write-ups that you will submit in teams, you will also submit a one page write-up for two additional cases that are eligible for a write-up. These one page write-ups will not be graded and will only be used if you are a borderline case at the end of the term. You are encouraged to attach one page of supporting analysis to the one pager above. The case write-up should contain the identification of the main problem, alternatives with pros and cons (bullet points please), the chosen course of action and justification for the same. If your team does an optional third case then you will submit a one page write-up for only one additional case from those eligible for a write-up.

Term Project (Team Work)

The term project is intended to bring to life the concepts and theoretical frameworks discussed in class and apply them in a holistic manner. This is because though the class modules are presented and discussed sequentially, to be really effective they have to work in unison in a cohesive and integrated manner. The “Value Assessment” term project is designed to help achieve this goal. This class has no exams and instead we have a term project. Given the realities of the business world, the project is also team based.
Each team will select a B2B market offering. The offering can be a product, a service, or a product-service bundle. The offering can be *your own entrepreneurial idea/venture*. Several projects are based on your own idea of an offering. Recently, one of the projects developed was for a MIT 100K winner! Please select your offering very quickly. Please send an e-mail stating the offering your team selected by **midnight of Nov 6th**. By **Nov 18th** each student team meets with the professor to discuss their project. Please refer to *Appendix II in the syllabus for project details.*

Student teams will make project presentations during a one hour time slot of their choice. By **Nov 4th**, student teams will select a minimum of two one hour time slots that work for them to make their project presentations on select days the week of 12/01 or on 12/08. Available slots will be posted on Stellar. Student teams will be assigned to present on **one** of their selected slots. Slots will be assigned to get enough attendance on any given day to maximize student learning. Student teams will stay during the entire one hour during their selected time slot.

Peer feedback will be used to select winning teams. Please see *Appendices III and IV* for Oral Presentation Guidelines and Peer Evaluation form for project presentations respectively. Student awards will be presented on the last day of class **December 9th**.

*B2B Hot Topics Exercise (Optional – Extra Credit!!!)*

An excellent way to learn is by teaching!!! This short exercise is designed to do just that. In brief, you will pick a marketing topic that applies to the B2B domain, and is of special interest to you. You will then conduct some background research on it, and share your findings with the class by posting a brief write-up *(at most two pages)* on Stellar (11 or 12 points font, 1.5 line spacing, 1 inch page margins). This will count as **extra credit for your class participation** grade and is due by the midnight of **Dec 4th**. For details please refer to *Appendix V in the syllabus*.

*Team Formation*

Each team will have four students. You will complete all your course submissions listed under "Team Work" in this team.

Please form your team by the end of the second day of class (**Oct 30th**). If needed, you can use the **Team Formation forum on Stellar** especially created for this purpose.

Please email the TA the following information by the **midnight of October 30th**:

- If you have a full team, please provide the name of your team members, designated team contact with contact information, and the chosen team name. It is fun to name your team as that reflects upon who you are. It is your identity.
- If you have a partial team, please provide the names of your team members.
- If you are not in a team, please e-mail and say so.

A random matching will be conducted for the partial teams. The completed list of teams will be shared on **Tuesday, November 4th**. These teams will then need to provide the name of all team members, designated team contact with contact information, and the chosen team name by the **midnight of November 4th**.
At the end of the term, each member in each group will be asked to evaluate the contribution of his/her team members. This should take into account the level of effort expended and the quality of input. This feedback will serve as partial input in determining the grades of individual members of a team. The peer feedbacks will be due by the **midnight of December 9th**. Please see **Appendix VI for a sample of the confidential peer feedback form**.

**Course Materials**


Course pack available at the MIT Copy Technology Center located in E34-146, off Carleton Street across from MIT Medical.

Article links posted on Stellar. **Make sure you join the class on Stellar!**

Please note that I have put most articles on Stellar, to reduce the cost of the course pack, copyright permitting.

**Class Requirements (Grades)**

- Class Participation 35%

**Team Work**

- Case Write-ups 25%
- Term Project 40%

Please note that to be fair to all students, full credit will not be given to any deliverable submitted past the due date.

**Ethics**

Given the importance of ethical issues, we will discuss them as and when they arise in the course of our class discussion as well as cases and readings.

We subscribe to the *Values@MITSloan and MIT’s standards of Academic Integrity*. Please arrive on time for class with uninterrupted attendance for the duration of the class. I will strive to end class on time. Please maintain a professional atmosphere. This includes, but is not limited to, using respectful comments and humor, employing appropriate manners and decorum, using technology suitably (e.g., silencing wireless devices, no use of laptops unless requested – so no e-mailing, web-browsing, or playing games), and refraining from distracting or
disrespectful activities (e.g., avoiding side conversations and passing notes). For a complete description please visit https://mysloan.mit.edu/offices/deans/values/Pages/default.aspx

Please note that **when you put your name on an assignment, it is understood that you have done a substantial amount of the work on that specific assignment.** Rotation of the work between team members violates this guideline and really hurts your learning outcomes as well as that of your team members. When in doubt please follow the guidelines outlined at Academic Integrity at the Massachusetts Institute of Technology: A Handbook for Students at http://web.mit.edu/academicintegrity/handbook/handbook.pdf

**Student Support Services**

If you are dealing with a personal or medical issue that is impacting your ability to attend class, complete work, or take an exam, please discuss this with Student Support Services (S3). The deans in S3 will verify your situation, and then discuss with you how to address the missed work. Students will not be excused from coursework without verification from Student Support Services. You may consult with Student Support Services in 5-104 or at 617-253-4861. Also, S3 has walk-in hours Monday-Friday 9:00-10:00 am.

**Student Disability Services**

MIT is committed to the principle of equal access. Students who need disability accommodations are encouraged to speak with Kathleen Monagle, Associate Dean, prior to or early in the semester so that accommodation requests can be evaluated and addressed in a timely fashion. Even if you are not planning to use accommodations, it is recommended that you meet with SDS staff to familiarize yourself with the services and resources of the office. You may also consult with Student Disability Services in 5-104 or at 617-253-1674. If you have already been approved for accommodations, please contact me early in the semester so that we can work together to get your accommodation logistics in place.
## Tentative Course Schedule

<table>
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<th>Class</th>
<th>Day</th>
<th>Day Planner</th>
<th>Assignment</th>
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b) Understanding Value: Market Sensing | Ch 1 & 2 (Coursepack + Handout)  
Form Teams |
| 2     | 10/30 | **Case**: Becton Dickinson & Co | Initial offer due before discussion  
No Case Write-up  
Finalize Teams |
| 3     | 11/04 | **Case**: KONE: The Monospace Launch in Germany | Case Write-up due before discussion |
| 4     | 11/06 | **Theory**: Creating Value: Managing Market Offerings | HBS: Reprint R00104  
Select Market offering for project |
| 5     | 11/13 | **Case**: HP Imaging Systems Division | Case Write-up due before discussion |
| 6     | 11/18 | **Theory**: Creating Value: Managing Market Offerings (conclusion)  
**Theory**: Creating Value: Distribution Channels  
**Guest Speaker**: Quest Diagnostics | By 11/18 all student teams will have met with me to discuss project idea |
| 7     | 11/20 | **Case**: Arrow Electronics, Inc. | Case Write-up due before discussion |
| 8     | 11/25 | **Theory**: Creating Value: Distribution Channels | |
| 9     | 12/02 | **Case**: Siebel Systems - Anatomy of a Sale Part I & II | Case Write-up due before discussion |
| 10    | Week of 12/01 | **Project Presentations**: One Hour Time Slot  
*Student teams are required to only attend “one” session in which they opt to present* | HBS: Reprint 87513  
Case Write-up due before discussion  
Hot Topics Due |
| 11    | 12/04 | **Case**: HubSpot: Inbound Marketing and Web 2.0 | |
| 12    | 12/09 | **Theory**: Creating Value: Integrated Communications  
**Presentations**: Winning Teams  
Project Presentation **Team Awards**  
**Course Wrap-Up** | Project Report Due |

Please note that Guest Speaker dates are being finalized
Case Preparation Questions

Becton Dickinson & Co

Name _____________________  
Role _____________________  

Your Initial Offer

<table>
<thead>
<tr>
<th>Price</th>
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<tr>
<td>Branding</td>
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<td>Nature of Distributors</td>
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KONE: The MonoSpace Launch in Germany

1. KONE has targeted MonoSpace directly at Europe’s largest new-equipment market segment: low rise residential elevators. Put yourself in Hatala’s shoes and develop a detailed marketing plan for launching the MonoSpace in Germany. Set a price for the MonoSpace (to facilitate comparison with prices of existing products as given at the bottom of case page 4, price a low-rise, 4-floor elevator) and specify clearly how it is to be positioned relative to the current product line (PH, PT, PU or PS). Based on the pricing and positioning decisions, propose a marketing and sales effort. Justify your decisions and investments with anticipated sales and the associated contribution relative to the amount you plan to spend.

2. How important is this product launch for KONE? What are the implications of the success or failure of the MonoSpace launch?

3. What can be learned from the test market and market launches in the other three countries? How does the German market (and KONE’s position in and approach to it) differ from the other markets? What are the implications of these differences for transferring experience gained in the other markets?

4. How do you expect competitors to react to your launch plan? How do you plan to manage competitors’ reactions?

5. Where does the MonoSpace fit price- and performance-wise relative to KONE’s and its competitors’ current product lines? Or does it potentially change anything? If yes, how? What are the short term and long term implications of your approach?

6. What key weaknesses in KONE’S current capabilities will need to be managed to ensure the success of the product launch?
**HP-Imaging Systems Division**

1. What factors are affecting competition, product development, and marketing requirements in the ultrasound imaging market? Should HP enter the low end segment of this business? What is the role of this product in MPG’s product portfolio and marketing strategy?
2. How should the Sonos 100CF be distributed: through ISY’s direct salesforce or through Manufacturer’s Reps? What are the economic implications of your decision? What are the organizational implications?
3. Besides efficient and effective distribution channels, what other factors are important for successful marketing of this product?

**Arrow Electronics, Inc.**

1. How do the Arrow/Schweber (Arrow) salespeople build their relationships with their customers? Specifically, how do they leverage Arrow’s product line BAS versus VA products to add value to their customers?
2. What is Arrow’s business model? What value does it add for its suppliers? What value does it provide its customers?

- In order to understand Arrow’s customer management model, it is important that we have an answer to the questions of “what does Arrow sell to whom,” and “where does it make money.” The following information should give you some directions to develop a matrix of sales of book-and-ship and value added products to transactional and relational customers.
- On page 11 of the case, it is mentioned that, under the optimistic scenario, Arrow would lose all its transactional customers. In case exhibit 7, we find that under the optimistic scenario Arrow will cannibalize $293 million of BAS sales.
- On page 11 of the case, it is mentioned that, under the pessimistic scenario, Arrow would lose all of its transactional customers and 40% of its relationship customers. In exhibit 7, we find that under this scenario Arrow will cannibalize $601 million of its BAS sales.
- With the matrix of what Arrow sells to whom, and the fact that Arrow makes 10% to 15% gross margins on VA products (case page 8 – last paragraph) – (for your analysis, you could take an average of 12.5%); and on page 6, it says that Arrow makes 20% to 25% on standardized (or BAS) products (assume an average of 22.5%), you can now calculate the impact on Arrow’s profitability under different scenarios if it were to work with Express.

3. How does Express affect Arrow’s business model and its selling effort? Will Arrow be able to keep its margins above 15% - the objective set by Steve Kaufman (case pg. 11)?
4. What is your action plan? How should Arrow respond to the Express proposal? Should they accept or reject it? What other measures should they take?
5. Explore the relationship between Arrow and its distributors. How do the suppliers reward franchised distributors? What are design wins? Jump balls?
6. How does the Arrow salesperson build his/her relationship with customers that buy BAS and VA products from Arrow? What is the impact of the internet on the Arrow salesperson?

7. Do you think the internet is a friend or a foe to Arrow? In what ways can Arrow leverage the Internet to facilitate its sales effort?

**Siebel Systems: Anatomy of a Sale, Part 1 and 2**

1. What do Greg Carman and Cathy Ridley
   a. Want to accomplish
   b. Bring to the potential relationship
   c. Give to the other
   d. Expect to get from the other
   e. Do next if they were in each other’s shoes

2. What was Tom Siebel’s vision for his firm? What do you think of that vision?

3. What do you think of Siebel’s Target Account Selling (TAS) process?

4. Does Carman follow the TAS process as he starts to chase the Quick & Reilly transaction?

5. How is Greg Carman doing to this point?

**HubSpot: Inbound Marketing and Web 2.0**

1. Do you agree with HubSpot that the “rules of Marketing” have changed? If so, how? Is inbound marketing the answer? Why or why not?

2. Is HubSpot finding and serving the right set of customers? Given its position as a start-up company, should it widen its focus to serve any customer that comes its way? Or narrow their target, by focusing exclusively on either Owner Ollies or Marketer Marys? Or by focusing exclusively on either B2B or B2C customers?

3. HubSpot has begun to differentiate its products as it has learned more about its customers. Should it do more? Should its pricing strategy change too? Does the software-as-a-service (SaaS) pricing model work for both Marketer Marys and Owner Ollies? Should HubSpot try to immediately capture more value for either of these customers?

4. Are Halligan and Shah being too stubborn by not doing any outbound marketing? Or should they continue to practice what they preach by focusing on inbound marketing alone?

5. Halligan and Shah want HubSpot to be to marketing, what salesforce.com is to sales. What would your plan of action be to make this happen? Why would you take these actions? What keeps you up at night about your plan?
APPENDIX I

Case Write-up Guidelines

There are typically no right-or-wrong answers for a case and unanimous decisions in a class are very atypical; however the approach you take to address the issue(s) outlined in the case and the nature of analysis you undertake are very important. The more thoroughly you read and analyze a case the better off you will be in terms of what you learn.

A case analysis should usually comprise of the following components:

- Problem specification for the organization after examination of the important opportunities and/or threats facing the firm.

- Outlining of the available alternatives to resolve the organization's problem associated with the pros and cons of each. It will help to consider for each alternative the strategic goal(s), appropriate tactics, and required resources.

- Designate the preferred alternative/solution after careful analysis. Though relevant considerations vary from case to case, and are also contingent on available data, some plausible factors are competitor evaluation (strength and weaknesses), customer buying habits, customer satisfaction, price position, supply chain performance, product performance, profitability implications, and so forth.

The case write-up should contain the identification of the main decision problem, alternatives with pros and cons, the chosen course of action and justification for the same. It usually helps to include supporting quantitative analysis where applicable. It is also helpful to use subheads and prioritize the more important from the less important considerations. Use of some bullet points to communicate ideas is fine. It is important to clearly spell out any assumptions you are making. Please limit the case write-up to a total of four pages exclusive of appendices (11 or 12 points font, 1.5 line spacing, 1 inch page margins). Further, please do not replicate any case data “as-is” in the appendices as appendices should only contain supplementary analyses supporting the case write-up.
APPENDIX II

Value Assessment Term Project

1. Identify the offering’s main competitor.
   a. List the offering’s value components (cost savings and revenue enhancement) and price elements (e.g., suggested resale price, discounts, leasing fees, extended warranties)
   b. Determine the "points of parity," "points of difference," and "points of contention" for the two market offerings
   c. Try to streamline the complete list down to between five and seven value and price elements by eliminating points of parity, trivial points of difference, and non-quantifiable points of contention.

2. Write simple word equations for the value and price elements. If you cannot write an equation yet feel a value element is important, treat it as a "placeholder."
   a. Summarize all the assumptions related to your market offering and its competitor (e.g., usage facts, costs, prices, product life cycle, interest rates).

3. Construct a customer value model and spreadsheet for the market offering. Include "placeholders" wherever appropriate on your spreadsheet. The customer value model should contain: a list of word equations, all data and assumptions, and a spreadsheet.
   a. Be sure to calculate the value-in-use of your example by subtracting the total value minus the price of the competitor’s offering from the total value minus the price of your market offering.
   b. Based on your model try to isolate the most important "value driver" (the one generating the greatest worth). This is also called the "shattering value."

4. Write a one paragraph value proposition.

5. Create a value-based communication tool (e.g., collateral materials, a sales presentation, an advertisement, or an interactive spreadsheet for the internet) that the supplier firm can use to market the offering.

6. Report on your findings in a three to five page paper, plus supporting exhibits on the last day of class Dec 9th.

To summarize, your report should contain a description of the market offering; a comprehensive list of value elements; identification of points of parity, difference, and contention; and a customer value model, value-proposition, and value-based communication tool. Please attach appropriate spreadsheets with financial information and any collateral materials. Please note that though not required, it will be helpful to talk to one or more managers from the company. The alumni database can be a rich source of potential contacts.
APPENDIX III

Value Project Oral Presentation

Please e-mail ppt deck and pdf version latest by 8 am on the day of your presentation & bring a USB

This should be a six – eight minute presentation plus two minutes for Q&A. Please note that to be fair to all teams we will firmly stick to the allocated time. **Hence, please practice ahead of time to make sure that the presentation takes no more than eight minutes - the maximum allotted time.** The main goal here is to share your Value Model with other teams such that it can be a useful learning experience. One possible presentation structure is as follows:

1. Description of your offering and the points of difference vis-à-vis the next best option/competitive offering.
   a. Given time constraints, to maximize learning for the class feel free to pick the **one value proposition** that has the highest differentiation vis-à-vis competitors for class presentation (1-2 minutes)

2. Your Value Proposition (1-2 minutes)

3. Corresponding Word Equation(s) (1-2 minutes)

4. Value Based Communication tools (3-4 minutes)

*Please note that the above is just a suggestion and you are welcome to deviate from the above recommendation depending on your specific project and consequent time needs as long as the total time does not exceed 8 minutes.*
APPENDIX IV

Peer Evaluation of Project Presentation
Please use scores of 1 to 5 for each dimension where 5 is best. Please rank order top 2 on the next page using your scores and overall judgment. Please note that “1st is 1 and 2nd is 2 (no ties please).”

**Important:** Cross out the row for your team to prevent coding errors

<table>
<thead>
<tr>
<th>Team</th>
<th>Description of offering &amp; Identification of the Value Differential</th>
<th>Clarity of the value proposition</th>
<th>Conceptualization and Operationalization of Value Element of Focus</th>
<th>Effectiveness of Value Communication</th>
<th>Ability to Execute</th>
<th>Quality of Presentation (Time, Style, Content)</th>
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**APPENDIX IV (Continued)**

Peer Evaluation of Project Presentation

Overall Team Rank Order

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APPENDIX V

Hot Topics Exercise (Optional – Extra Credit)

When picking the topic, you may select an innovation in the practice of B2B marketing that has been popularized during the past five years. This innovation may be a marketing strategy or tactic, a process for getting a marketing task done, the use of a technology, or an intriguing case study. You could have found out about this innovation in the course of reading an article or a book, watching a business program, attending a conference, listening to a speaker, or working in a company. Alternatively, you can pick a topic where there is disagreement with regard to its impact, take a position (agree or disagree) and justify the same. For instance, this could be a tool used effectively in the B2C domain and there is debate with regard to its application in the B2B domain. Finally, you can pick any marketing topic that you feel is important in the B2B domain and write about it. Some of the potential topics could be as follows:

- Blogging
- Podcasting
- Multicultural marketing
- Account-based marketing
- Relationship marketing
- Online advertising / search engine marketing
- Buzz / viral marketing
- Stealth marketing
- Permission / Consumer-controlled marketing
- Mobile marketing
- Measuring marketing ROI
- Marketing – Sales relationship
- Social Networking
- Customer lifetime value (CLV)
- Other topics as discussed in the previous paragraph

For your topic, please address the following questions:

- What is it and how does it work?
- What are some examples of the concept or practice in use?
- How prevalent is it in business today? What are the major trends?
- What marketing benefit or opportunity does it create?
- What risks or challenges does it entail?
- Where can we go to learn more (e.g., books, articles, websites)?

This exercise is to be posted on Stellar latest by midnight on December 4th.
**APPENDIX VI**

*Confidential Peer Feedback*

*Please be very Objective. Please do not let personal considerations affect your feedback*

Please divide 100 points between your team members *excluding yourself*. The evaluation should be based on their contribution to team assignments. When considering their contribution, please consider both quality and quantity, with quality getting more weight than sheer quantity. **You can e-mail the TA by midnight of the last day of class (December 9, 2014).** You can of course hand deliver this in class or put it in my mailbox in E62-543.

Name ____________________________________________________________

Signature __________________________________________________________________

<table>
<thead>
<tr>
<th>Team Members (<em>excluding yourself</em>)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name 1</td>
<td>_____</td>
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<tr>
<td>Name 2</td>
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<tr>
<td>Name 3</td>
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<tr>
<td>Name 4</td>
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</tbody>
</table>

Total points 100

Comments (*if any)*:

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DRAFT