

**UNIVERSITY OF SOUTHERN CALIFORNIA**  
**MARSHALL GRADUATE SCHOOL OF BUSINESS**  
**MKT 535 – BUSINESS-TO-BUSINESS MARKETING MANAGEMENT**  
**1.5 Credit Course**  
**FALL 2015**

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**OFFICE HOURS:** 3:00 p.m. – 5:00 p.m. HOH 300F on class days  
 Hill Street Building room 959 by appointment

#### **COURSE DESCRIPTION**

The business to business marketing world differs from the consumer to marketing world in very substantial ways. First, in B2B, the targeted market is usually a well-defined community often with their own subculture. Second, in the B2B world, a lot of the marketing effort involves direct and personal interaction with potential customers. Third, most substantial B2B purchasing decisions are made by committee so the marketing effort has to provide 360 degree coverage.

The course is designed to prepare students for a job in the business-to-business (B2B) marketing world. The class is largely discussion oriented based on a series of readings. These readings/discussions are intended to provide input to a larger project where each student will examine a company's B2B efforts in order to make tactical/strategic recommendations to that company. Each student will consider a different company and will share their recommendations during a peer-review process.

#### **COURSE LEARNING OBJECTIVES**

Course learning objectives support all six of the AACSB USC Marshall Graduate Programs Learning Goals to varying degrees. Details may be found in the Appendix of this syllabus. At the end of this course, students will have acquired the skills and knowledge to effectively:

- Apply marketing principles and concepts in a global marketplace to make strategic marketing recommendations to management;
- Evaluate market dynamics through situation analysis of the industry/market, competition, and customers and firms competing in a particular marketplace;
- Analyze primary and secondary research data to make sound marketing and business decisions;
- Identify and define viable market segments and develop and introduce products/services that meet the needs of these segments, to increase customer and company value among a variety of industries, firms and types of customers in the global marketplace;
- Recognize the importance of a market-driven business orientation, customer satisfaction, and marketing performance metrics, and the impact of effective marketing on profitability;
- Practice global leadership, team-building, problem-solving, critical thinking and analytical skills to facilitate the assessment and resolution of key marketing issues in a global marketplace;
- Define marketing and business problems to identify information that is relevant to the comprehensive analysis of a given business situation and to the development and evolution of a marketing strategy that provides a positive resolution; and
- Develop effective strategic marketing recommendation based on customer expectations of identified market segments utilizing all relevant components of an integrated strategic marketing program.

**COURSE MATERIALS**

- Zeglinski, Walt (2008) , *Are You ready for a Sales Makeover? Management the Shift from Product Seller to Problem Solver*, Journal of Selling and Major Account Management, pages 49-53, Vol 8, No 2.
- Brooks, Curtis (2010), *From Checkers to Chess Positioning-to-Win in Complex Selling Environments*, Journal of Selling and Major Account Management, pages 40-47, Vol 10, No 1.
- Bhalla, Gaurav, *Rethinking Marketing*, Harvard Business Review, 2009
- Weber, John, *Managing the Marketing Budget in a Cost-Constrained Environment*, Industrial Marketing Management, 2002, pages 705-717
- Webb, Kevin, *Managing Channels of Distribution in the Age of Electronic Commerce*, Industrial Marketing Management, 2002, pages 95-102.
- Jaworski, Bernard, Deborah Macinnis, Ajay Kohli, *Generating Competitive Intelligence in Organizations*, Journal of Market-Focused Management, 2002, pages 279-307.
- Jap, Sandy, Jakki Mohr, *Leveraging Internet Technologies in B2B Relationships*, California Management Review, 2002.
- Mintz, Ofer, *Is Marketing Valued as an Asset or as a Cost? Depends on the Performance Metric: The Antecedents and Consequences of Marketing Budget Expenditures*. 2014
- Pruitt, John, Jonathan Grudin, *Personas: Practice and Theory*, Association of Computing Machinery, 2003.
- Tronstad, Russell, *Evaluating Market Size*, Western Extension Marketing Committee, pages 2-1-2-8
- Smith, Timothy, Srinath Gopalkrishna, Paul Smith, *The Complementary Effect of Trade Shows on Personal Selling*. International Journal of Research in Marketing, 2004, pages 61-76.
- Wind, Yoram, *Blurring the Lines: Is there a Need to Rethink Industrial Marketing*, Journal of Business and Industrial marketing, 2006, pages 474-481
- Teece, David, *Business Models, Business Strategy, and Innovation*, Long Range Planning, vol 43 pages 172-194, 2010

**COURSE METHODOLOGY**

Learning will be accomplished by employing a combination of assigned readings, classroom discussion, exercises and case analyses. In-class discussions are designed to illustrate real world applications of key marketing principles through the use of critical-thinking, analytical, problem-solving and team-building skills.

**GRADING**

The following 1,000 point grading system will be utilized for the Marketing Management MKT 535 course:

TOPIC	PERCENTAGE OF GRADE	POINTS	DUE DATE
CLASS PARTICIPATION	10%	100	MON 8/24 – WEN 10/14
REVIEWS OF READINGS	20%	200	ONE DAY PRIOR TO EACH CLASS 8/23-10/11
PROJECTS	40%	400	MON 9/28
FINAL EXAM	30%	300	WED 10/14
<b>TOTAL</b>	100%	1,000	

A detailed course schedule is included in this syllabus. Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on the professor's evaluation of your performance in an expected corporate environment.

### ATTENDANCE

Students are expected to attend *all* class sessions. Discussions are an integral part of the course's learning experience. The frequency and quality of student participation in and contribution to these discussions will have a direct and meaningful relationship to the short- and the long-term benefits of the course. Please notify the professor in advance if you are unable to attend any class whenever possible

### LAPTOP OR OTHER COMMUNICATION DEVICES POLICY

To maximize the richness of the learning experience, eliminate distractions and to demonstrate the utmost respect for all, you are expected to refrain from using laptops, smart phones, iPhones, iPads or any other electronic devices during class for anything other than class related work.

### CLASS PREPARATION

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

Additionally, a course that incorporates the frequent use of situational analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. Therefore, the expectation is that students will be prepared for *all* classes and actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling will take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully in *every* class.

The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, the professor assumes the responsibility of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints. The direction and quality of a discussion is the *collective responsibility of the group*. Students are expected to provide the initiative for sound and lively discussion.

For each in-class session two (2) points will be awarded to a student for relevant and meaningful participation, one (1) point for modest contributions to the class and zero (0) points for no participation or not attending class. Absences, tardiness and unprofessional conduct will result in the loss of participation credit.

### READINGS

The assigned readings introduce students to concepts that will be discussed in the classroom setting. The class will be broken into pairs (pairings may fluctuate over the duration of the class). One of the students will be expected to do the assigned readings, reflect on the readings, write a thoughtful review of the readings, and send their review to their partner in advance of the class where that topic will be discussed (copy to the professor). (For the first class, before any partners have been assigned, all students are expected to come to class with a list of key points from the first assigned reading).

For their assigned readings, students are expect to write of review of the paper, highlighting key points relating to the topic, potential weaknesses associated with the article, and areas where additional investigation may be warranted on this topic. These reading reviews are expected to be based upon the application of sound logic and reasoning; they are also expected to be clear and concise. Students are encouraged to reach beyond the formal paper to express opinions that will contribute to the class discussion. During class discussions, students will be expected to offer and substantiate your views

based on the reading while your partner is expected to do the same based on your written memo. Partners are encouraged to discuss the readings prior to class whenever possible

Some general guidelines for preparing an effective review of the readings follow:

- Identify all of the major issues identified by the author and raise issues the author may have failed to consider.
- Provide a logical, coherent, well-organized commentary. Do not simply reiterate the author's position but expand on his points or offer counter points.
- When possible, relate the reading to current events, situations you may be aware of, or to other readings you have done.

Each reading review is to be between one and 2 pages (max) in length and submitted as a Word document structured similar to an interoffice memorandum (submitted to the partner and copied to the professor via email). Emails should clearly identify the paper under consideration as the email subject. Emails must be received by your partner so they can read your memo before the class convenes.

For the following class, the partners will switch roles in order to consider the next reading assignment.

## PROJECT

Each students are expected to work on an individual project presentation (submitted as a Powerpoint file) which will incorporate their learnings and demonstrate the holistic mastery of the topic. Students are encouraged to include Excel tables/graphs in their presentation for topics such as market size and financial data.

Students start the project by selecting a publically traded B2B company from a targeted list of options that they can evaluate over the duration of the course. Students will consider each topic covered during the class and apply those learnings to their selected company identifying a series of action recommendations they might make to that company's management. Currently, the following companies are available for student selection: Price Waterhouse, Global Foundries, AT&T, Verizon, Cisco, Telus, Deloitte & Touche, Ogilvy & Mather, Nokia, CenturyLink, Seagate, Disney, WB, Suddenlink, Vodaphone, Yahoo!, HP, Alcatel-Lucent, Qualcomm, TDS (Telephone and Data Systems including US Cellular), Salesforce.com, and Ericsson.

The project presentation will be graded based on the following criteria:

- Have a number of recommendations been identified that will improve overall B2B marketing performance.
- Have the recommendations been prioritized to achieve maximum potential results within the constraints of what that company might actually be able to achieve.
- Has the student points out pros and cons of with alternative action plans

The submitted project presentations/plans will presented in class for peer-review. Ultimately the results of this project will be submitted by the professor to the targeted companies in an effort to solicit direct feedback from marketing people working at the company.

## FINAL EXAM

The final exam for this course will be an open-note essay based exam consisting of questions on course concepts and their application. **The final exam will be on Wednesday, October 14<sup>th</sup>**. It constitutes 30 percent of the final grade or 300 out of 1,000 points. As an essay based exam, you must write legibly for your answers to be accepted.

## ACADEMIC INTEGRITY

Students must adhere to the USC Marshall Code of Professionalism and Academic Integrity at all times. Plagiarism is a violation of the Code and will result in a failing grade. The use of unauthorized material, communication with fellow students during an examination, attempts to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. If you have any questions, please contact me or course assistants for clarification. Where a clear violation has occurred, the students work may be disqualified as unacceptable and assign a failing mark on the paper and/or course.

## STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard,

## STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is expected to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP and should be delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:30 p.m., Monday through Friday. The telephone number is (213) 740-0776.

## RETURNING GRADED PAPERWORK

Unclaimed, returned paperwork will be discarded after four (4) weeks and, hence, will be unavailable should students pursue an appeal following the receipt of their grades.

## PROFESSOR/STUDENT INTERACTION

If at any time during the course you have questions regarding the preparation of assignments or other course-related issues, please do not hesitate to contact me by email, telephone or in person to arrange a meeting if desired.

*The intention is to create a community of learners in which learn together through facilitated discussions. Students should be prepared to accept feedback, not as a criticism, but as a learning experience intended to help them become better marketers while achieve their personal objectives for this course.*

## MKT 535– BUSINESS-TO-BUSINESS MARKETING MANAGEMENT

FALL 2015

### CLASS SCHEDULE

EACH CLASS IS SCHEDULED FOR 1.5 HOURS TWICE PER WEEK OVER 8 WEEKS

SESSION	DATE	TOPIC	ASSIGNED READINGS AND COURSE REQUIREMENTS

1.	MON, 8/24	INTRODUCTION TO B2B MARKETING	<i>Blurring the Lines: Is there a Need to Rethink Industrial Marketing AND12 Megatrends in B2B Marketing</i>
2.	WED, 8/26	THE SALES-MARKETING RELATIONSHIP	<i>From Checkers to Chess Positioning-to-Win in Complex Selling Environments</i>
3.	MON, 8/31	SOLUTION BASED MARKETING	<i>Are You ready for a Sales Makeover? Management the Shift from Product Seller to Problem Solver</i>
4.	WED, 9/2	THE CUSTOMER'S CUSTOMER	<i>Personas: Practice and Theory</i>
	MON, 9/7		<i>Labor Day</i>
5.	WED, 9/9	MARKET RESEARCH AND B2B PRICING	<i>Business Model, Business Strategy and Innovation</i>
6.	MON, 9/14	MARKET SIZING	<i>Evaluating Market Size</i>
7.	WED, 9/16	THOUGHT LEADERSHIP AND MINDSHARE	<i>Rethinking Marketing</i>
8.	MON, 9/21	TRADE SHOWS, PRIVATE EVENTS, USER GROUPS	<i>The Complementary Effect of Trade Shows on Personal Selling</i>
9.	WED, 9/23	COMMUNICATIONS	<i>Leveraging Internet Technologies in B2B Relationships</i>
10.	MON, 9/28	PROJECT PRESENTATIONS	
11.	WED, 9/30	B2B GO-TO MARKET CHANNELS	<i>Managing Channels of Distribution in the Age of Electronic Commerce</i>
12.	MON, 10/5	COMPETITIVE ANALYSIS	<i>Generating Competitive Intelligence in Organizations</i>
13.	WED, 10/7	MARKETING: COST VS INVESTMENT	<i>Is Marketing Valued as an Asset or as a Cost? Depends on the Performance Metric: The Antecedents and Consequences of Marketing Budget Expenditures</i>
14.	MON, 10/12	MARKETING BUDGET AND PLAN MANAGEMENT	<i>Managing the Marketing Budget in a Cost- Constrained Environment</i>
15.	WED, 10/14	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>

**APPENDIX – CONTRIBUTION OF MKT 535 – BUSINESS-TO-BUSINESS MARKETING MANAGEMENT TO STUDENT ACHIEVEMENT OF USC MARSHALL’S AACSB SIX GRADUATE PROGRAM LEARNING GOALS**

**MKT535 – BUSINESS-TO-BUSINESS MARKETING MANAGEMENT LEARNING OBJECTIVES 1-8**

1. Apply marketing principles and concepts in a global marketplace to make strategic marketing recommendations to management;
2. Evaluate market dynamics through situation analysis of the industry/market, competition, and customers and firms competing in a particular marketplace;
3. Analyze primary and secondary research data to make sound marketing and business decisions;
4. Identify and define viable market segments and develop and introduce products/services that meet the needs of these segments, to increase customer and company value among a variety of industries, firms and types of customers in the global marketplace;
5. Recognize the importance of a market-driven business orientation, customer satisfaction, and marketing performance metrics, and the impact of effective marketing on profitability;
6. Practice global leadership, team-building, problem-solving, critical thinking and analytical skills to facilitate the assessment and resolution of key marketing issues in a global marketplace;
7. Define marketing and business problems to identify information that is relevant to the comprehensive analysis of a given business situation and to the development and evolution of a marketing strategy that provides a positive resolution; and
8. Develop effective strategic marketing recommendation based on customer expectations of identified market segments utilizing all relevant components of an integrated strategic marketing program.

<b>HOW MKT535 BUSINESS-TO-BUSINESS MARKETING MANAGEMENT CONTRIBUTES TO STUDENT ACHIEVEMENT OF USC MARSHALL’S SIX GRADUATE PROGRAMS LEARNING GOALS</b>		
<b>MARSHALL GRADUATE PROGRAMS LEARNING GOALS</b>	<b>DEGREE OF EMPHASIS (1=LOW, 2=MODERATE, 3=HIGH)</b>	<b>MKT535 OBJECTIVES THAT SUPPORT THIS GOAL</b>
<b>Learning goal #1: Our graduates will develop a strategic level of understanding of the key functions of business and be able to comprehend the relationships between the core business disciplines in order to <i>make holistic judgments and decisions in analyzing business situations.</i></b>	<b>3</b>	<b>Supported by MKT535 Learning Objectives 1-8</b>
1.1 Students will demonstrate foundational knowledge of core business disciplines, including their interrelationships.		<b>1-8</b>
1.2 Students will analyze business scenarios, such as cases, with a firm grounding of how each of the core fields play into decisions made.		<b>1-8</b>
1.3 Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).		<b>1-8</b>
1.4 Students will show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices in a variety of disciplines and industries.		<b>1-8</b>
1.5 Students will demonstrate the ability to utilize interdisciplinary business skills in case analyses, exams, presentations and projects, including capstone projects.		<b>1-8</b>

<b>How MKT535 – BUSINESS-TO-BUSINESS MARKETING MANAGEMENT CONTRIBUTES TO STUDENT ACHIEVEMENT OF USC MARSHALL’S SIX GRADUATE PROGRAMS LEARNING GOALS (CONTINUED)</b>		
<b>MARSHALL GRADUATE PROGRAMS LEARNING GOALS</b>	<b>DEGREE OF EMPHASIS (1=LOW, 2=MODERATE, 3=HIGH)</b>	<b>MKT535 OBJECTIVES THAT SUPPORT THIS GOAL</b>
<b>Learning goal # 2: Our graduates will develop a global mindset and a competitive edge in this interdependent, fast-changing, diverse and volatile world through structured educational opportunities. They will acquire knowledge, both theoretical and practical as well as experiential, about America and the rest of the world, and the economic/financial interdependencies that signify current geopolitical, economic and financial relationships that impact business decisions <i>so as to make a difference in the world.</i></b>	<b>3</b>	<b>Supported by MKT535 Learning Objectives 1-8</b>
2.1 Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.		<b>1-8</b>
2.2 Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.		<b>1-8</b>
2.3 Students will demonstrate the ability to evaluate global business challenges and opportunities through experiential learning, immersion international trips, case studies, international business consulting projects and exams.		<b>1-8</b>
<b>Learning goal 3: Our graduates will demonstrate critical thinking skills by making the intellectual connection between quantitative and qualitative tools, theories and context to provide the basis for proper and effective problem solving and decision making as well as the development of new and innovative business opportunities to strategically navigate the complex demands of the current and dynamic national and international business environments.</b>	<b>3</b>	<b>Supported by MKT535 Learning Objectives 1-8</b>
3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas.		<b>1-8</b>
3.2 Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.		<b>1-8</b>
3.3 Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.		<b>1-8</b>
3.4 Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.		<b>1-8</b>
3.5 Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking.		<b>1-8</b>
3.6 Students will demonstrate their ability to apply critical thinking tools and the USC-CT Framework in designated exercises, cases, projects and exams.		<b>1-8</b>



<b>How MKT535 – BUSINESS-TO-BUSINESS MARKETING MANAGEMENT CONTRIBUTES TO STUDENT ACHIEVEMENT OF USC MARSHALL’S SIX GRADUATE PROGRAMS LEARNING GOALS (CONTINUED)</b>		
<b>MARSHALL GRADUATE PROGRAMS LEARNING GOALS</b>	<b>DEGREE OF EMPHASIS (1=LOW, 2=MODERATE, 3=HIGH)</b>	<b>MKT535 OBJECTIVES THAT SUPPORT THIS GOAL</b>
<b>Learning Goal 4: Our graduates will develop people and leadership skills by demonstrating self-awareness, emotional intelligence, curiosity, visionary and strategic thinking, teamwork, reflection and knowledge transfer skills to promote their effectiveness as <i>business managers and leaders</i>.</b>	<b>2</b>	<b>Supported by MKT535 Learning Objectives</b>
4.1 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).		<b>1-8</b>
4.2 Students will be able to demonstrate various emotional intelligences and leadership skills such as self-awareness, self-management, teamwork and collaboration to better understand the potential complexities in organizations in papers, exercises, cases, exams and projects.		<b>1-8</b>
4.2 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts (e.g., marketing, finance, accounting, etc.)		<b>1-8</b>
4.3 Students will be able to demonstrate the understanding of visions and values of world-class companies and the impact it has had on financial results.		<b>1-8</b>
4.4 Students will understand factors that contribute to effective teamwork.		<b>Not applicable</b>
<b>Learning goal 5: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society</b>	<b>1</b>	<b>Supported by MKT535 Learning Objectives 1-8</b>
5.1 Students will understand professional codes of conduct.		<b>1-2, 4-8</b>
5.2 Students will recognize ethical challenges in business situations and assess appropriate courses of action.		<b>1-2, 4-8</b>
5.3 Students will be able to apply ethical principles and professional standards in analyzing situations and making informed decisions.		<b>1-2, 4-8</b>
5.4 Students will demonstrate an understanding of and consistently apply the ethical principles and professional standards related to the business world and show the ability to express and follow results of independence and the highest sense of professional ethics.		<b>1-8</b>
5.5 Students will demonstrate the ability to research, critically analyze, synthesize, and evaluate information, including professional standards for decision making, in the local, regional and global business environment.		<b>1-8</b>
5.6 Students will enhance their appreciation of values of social responsibility, legal and ethical principles and corporate governance through the analysis and discussion of pertinent articles and real business cases, seminars and summits.		<b>1-8</b>

<b>How MKT535 – BUSINESS-TO-BUSINESS MARKETING MANAGEMENT CONTRIBUTES TO STUDENT ACHIEVEMENT OF USC MARSHALL’S SIX GRADUATE PROGRAMS LEARNING GOALS (CONTINUED)</b>		
<b>MARSHALL GRADUATE PROGRAMS LEARNING GOALS</b>	<b>DEGREE OF EMPHASIS (1=LOW, 2=MODERATE, 3=HIGH)</b>	<b>MKT535 OBJECTIVES THAT SUPPORT THIS GOAL</b>
<b>Learning Goal #6: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts</b>	<b>3</b>	<b>Supported by MKT535 Learning Objectives 1-8</b>
6.1 Students will identify and assess diverse personal and organizational communication goals and audience information needs.		<b>1-8</b>
6.2 Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts.		<b>1-8</b>
6.3 Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.		<b>1-8</b>
6.4 Students will be able to clearly communicate in oral and written formats the solutions to business issues and problems accurately and effectively.		<b>1-8</b>