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R-10/16/07
W-2/8/10

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: MKTG 431 Business-to-Business Marketing.
Instructor(s) of Record: Framarz Byramjee, and Vince Taiani.
Phone: (724) 357 1364 Email: framarz.byramjee@iup.edu

Step One: Proposer

- A. Provide a brief narrative rationale for each of the items, A1- A5.
1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
 2. How will each objective in the course be met using distance education technologies?
 3. How will instructor-student and student-student, if applicable, interaction take place?
 4. How will student achievement be evaluated?
 5. How will academic honesty for tests and assignments be addressed?
- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 24 Sept 07
Signature of Department Designee Date
(Dr. Vince Taiani)

Endorsed: [Signature] 9/24/07
Signature of College Dean Date

Received
SEP 27 2007
Liberal Studies

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail S Sedquist Oct. 16, 2007
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Signature of Provost

Date

Forward form and supporting materials to Associate Provost.

Undergraduate Distance Education Review Form

MKTG 431 – Business-to-Business Marketing

1. How is/are the instructor(s) qualified in the distance delivery method as well as the discipline?

Professor Vince Taiani:

- Been a professor at IUP since 1980.
- Taught most of the courses in the Marketing department such as Principles of Marketing, Consumer Behavior, Marketing Management, Advertising, Logistics, Business-to-Business Marketing, Seminar in Marketing, and Retail Management at the undergraduate level, and Marketing Management, and Business Logistics at the graduate level.
- Received Outstanding Executive-MBA Faculty Award.
- Been Marketing Consultant to the Czechoslovakian Government from 1990 to 1993 in their effort to transition from a planned economy to a market economy.
- Been Founder of a Marketing Research and Consultancy Firm for many Fortune 500 companies.

Professor Framarz Byramjee:

- Experienced in teaching courses like Marketing Strategy (similar to the Seminar in Marketing), Marketing Research and Information Systems, International Marketing, and Operations Management.
- Experienced in operating online learning management systems like Blackboard.
- Published research papers and research abstracts in national-level academic conferences.

2. How will each objective in the course be met using distance education technologies?

Please refer to the attached syllabus developed for this course for the course objectives. The online structuring of the course will serve to fully accomplish the objectives of the course. The discussion material comprises of lectures and presentations based on the theoretical topic-areas required to achieve the knowledge necessary for the field. Discussions and explanation of certain critical topics will be interactive in nature through the “live classroom” format in WebCT. The “chat” tool, “discussion” tool, and “email” system of WebCT will always enable students to communicate doubts and questions, interact with the instructor, and have their participation judged. The theoretical exam and the quizzes will enable students to demonstrate their understanding of the topics and material dealt with in the course. Quizzes to be held after each topic-area will maintain students on track with the syllabus, and force them to keep reading and studying the material discussed till date. The team case-analysis will enable them to become effective team-players, as they will bear the responsibility of interacting with each other while doing their case-analyses. The business planning exercise at the end of course will

culminate and integrate the core functional areas of strategic business-to-business marketing into a cohesive whole, and apply it to some situation or system as will be decided upon then. This will enable students to appreciate the holistic view of the marketing planning process. Their plan will then entail them to again work in teams to complete the exercise with their assigned venture. Every effort will thus be made to draw students into the pedagogic system, in spite of the non-traditional (out-of-classroom) nature of this system.

3. How will instructor-student and student-student, if applicable, interaction take place?

Synchronous Interactions:

There will be certain designated interactive sessions using the “live classroom” tool in WebCT using Horizon Wimba. Some critical topic-areas, as deemed appropriate by the instructor, will be discussed in the “live format” on WebCT, with the instructor leading the entire detailed discussion. Students will participate using microphones and/or typing tools. One interactive session will be conducted toward the beginning of the course to explain the role of marketing as a vital business function; this session is critical for setting the stage for discussions to follow later. Toward the end of the course, the remaining interactive session will be held to conduct the business-planning exercise; this stage synthesizes all prior knowledge, and students’ participation will be required and graded. (Instructor-Student-Student interaction)

WebCT “chat” tool will be used for office hours at designated times. More than one student can participate in this specially designated ‘chat-room’. The objective here is to assist students with their assignments for case-analyses and queries pertaining to the theoretical material issues in a live online discussion format using the typing tool. The “chat” tool will also be used to “talk” with individual students in specially designated “individual counseling” room when requested by the student.

Asynchronous Interactions:

The “discussion” tool of WebCT will be implemented to post discussion questions on selected topics and case-related issues. This will take the shape of an open forum, as deemed appropriate by the instructor, for inviting comments and discussions. Students will be encouraged to participate in this discussion system. (Student-Student-Instructor interaction)

The WebCT “email” system will be used to effectively communicate with individual students, answer and respond to their doubts and queries, communicate primer questions for case-analyses, and encourage their participation. All emails will be answered within forty-eight hours. (Student-Instructor interaction)

4. How will student achievement be evaluated?

Quizzes will also be held at the end of each topic; these quizzes will consist of multiple-choice questions, to test students’ understanding of the material covered in each chapter. These quizzes will be held online on WebCT.

There will be one theoretical exam conducted toward the end of the course; it will comprise of short essay-type questions. This exam will be held online on WebCT. Detailed case presentations will be done by students, in groups of two or three. Each group shall be assigned its respective case well in advance, and is expected to do a professional presentation using MS-PowerPoint. The group shall also submit a detailed case analysis report at the time of their presentation. The presentation and its respective report will be posted by students on WebCT.

Each student will also be doing one case analysis assignment individually and submitting that report, by posting it on WebCT.

Discussion Postings on WebCT dealing with issues during the course will allow students' comments; to judge students' participation in the discussion.

The Business-Planning exercise to be held after finishing all the chapters will attempt to integrate all the marketing functions and processes learnt so far into a business plan aimed at implementing some creative scenario which we shall later decide upon. A written report describing a business plan geared toward some business situation will be submitted by students in groups of two or three, by posting it on WebCT.

5. How will academic honesty for tests and assignments be addressed?

Each student will be administered a different randomly selected set of questions for each of the quizzes from a large test bank of questions for each topic.

The theoretical exam will also comprise of varied sets of questions being administered to students, and will be chosen randomly from the large test bank.

Fixed date and time for each quiz, and a fixed allotted time for completion of each quiz will be maintained.

Fixed date and time for the theoretical exam, and a fixed allotted time for completion of each exam will also be maintained.

One question at a time administration and Java script to prevent copying and transmission of quiz questions and the exam's questions while the test is being taken by students will be enforced.

The case-analysis report by each team, the case-analysis assignment report by each individual, and the business-plan report by each team will all be subject to 'plagiarism check' using 'Turninit.com'.

In this manner, every effort will be taken to maintain academic honesty and discipline while conducting this course in the distance education format.



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MKTG 431 Business-to-Business Marketing

Professors Framarz Byramjee and Vince Taiani



Support



Syllabus



Course Modules



Quizzes



Case Report Submissions

Catalog Course Description

Concerned with the major activities involved in the marketing of industrial goods and services, including the industrial marketing system, marketing information needs of the industrial firm, industrial marketing implementation and control, and channel, pricing, product, and promotional strategies for industrial goods.



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MKTG 431 Business to Business Marketing

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Syllabus

To use a syllabus saved in a text or HTML file, enter a filename, and then click **Update**. To preview the Syllabus, select View.

Current file: Syllabus/Syllabus for MKTG 431 - Business to Business Marketing.doc

Filename:

Actions

Syllabus Source

To use a syllabus saved in a text or HTML file, select the Syllabus file option. Information that you have created using the Syllabus tool is saved but is not displayed.

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The tentative course schedule and credit hours required are as follows: -
 Course Introduction and Syllabus description (1 hour) - The Role of Marketing as a vital business function (1 hour) - Global and Domestic Perspectives of the Business Market (1 hour) - The Nature of Business Markets and their role in Business Marketing (2 hours) - The Buying Process in the Business Market (1 hour) - Interpersonal Dynamics of Business Buyer Behavior (1 hour) - Market Research and Marketing Intelligence Systems (2 hours) - Demand Analysis and Sales Forecasting (1 hour) - Market Segmentation, Targeting, and Positioning (1 hour) - Planning Market Strategies (2 hours) - Business Products and their Life Cycles (1 hour) - Strategic Innovation and New Product Development (2 hours) - Business Services Marketing (1 hour) - Managing Business Channel Members (1 hour) - Logistics of Physical Distribution and Customer Service (2 hours) - Planning and Development of the Sales Function (1 hour) - Organizing and Controlling a Sales Force (1 hour) - Business Advertising, Sales Promotion, and Public Relations (2 hours) - Price Determinants: Costs, Competition, and Customers (1 hour) - Pricing Decision Analysis (2 hours) - Competitive Strategies in Business Markets (2 hours) - Strategic Control of the Marketing Process (1 hour) - International Business Marketing (2 hours) - Case-Presentations by Teams (2 hours) - Business-Planning Exercise (3 hours) - Quizzes (3 hours) - Theoretical Exam (2 hours)



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Case: Zactec Electronics, Inc. This business case is typical of a business-to-business marketing scenario. It involves elements of the marketing mix like details of product offerings and costing issues associated therewith, pricing mechanisms, distribution functions, and promotions aspects designed toward the marketing strategies implemented by the organization. Market research, sales, industrial structures and such other concerns are also addressed. The following primer questions will serve to structure the analysis of this case: - Evaluate the entire strategic plan's feasibility and its potential profitability. - Is it unwise to be so conservative as to keep producing the cadmium line while shifting to the silicon line? Why or why not? - Should Zactec Electronics enter foreign markets, regardless of their inexperience with trade barriers? - Will the existing channel and promotion plans suffice to produce an eventual profit? If not, why not?



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MKTG 431 Business to Business Marketing

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Homepage > **Case Report Submissions**

Assignments

To view and grade assignments completed by your students, click **Submissions** below.

✎ 0 Available ⌚ 0 Late ⌚ 0 Due soon

Display:

⌂ **Case: Zactec Electronics, Inc.**

Availability: Unavailable

Result:

Actions

⌂ indicates a selection is required from the main frame.

Options

Organize

⌂ Move item up by:

⌂ Move item down by:



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- Will the existing channel and promotion plans suffice to produce an eventual profit? If not, why not?

Zactec Electronics, Inc.

INDUSTRIAL MARKETING MANAGEMENT STRATEGY

Zactec Electronics, Inc.,¹ has been a successful electronics firm in the optoelectronics or light sensitive industry since its founding in 1959. The company has thrived on the growth of integrated circuitry in the industry. The dominant method of integrated circuits fabrication involves silicon materials rather than the cadmium sulfide or cadmium selenium the firm is now using. As a result of a shift from cadmium to silicon in this technology, the firm wishes to add to the capability of producing light sensitive components using the newer methods.

Zactec has been successful in the manufacture and design of photoconductive and photovoltaic cells. It has continued to grow until the industrial trends showed a slow growth rate or stagnation in its industry. Zactec currently sells its products to the following types of manufacturers:

<i>Class</i>	<i>Percent of Sales</i>
Cameras	20
Musical instruments and audio equipment	10
Analytical instruments	10
Industrial equipment manufacturers	<u>60</u>
	100%

¹Fictitious name. We would like to thank Dalip Miglani, Charles E. Olson, and Michael K. Riess for their help in constructing this case.

Optoelectronic devices (OED) find applications in a wide variety of products ranging from musical instruments and medical diagnostic equipment to cameras and industrial quality controls. Table C21-1 illustrates some of the market areas that use OEDs.

CHANGES IN THE OPTOELECTRONIC INDUSTRY

Industry trends indicate there is a developing change in the demand for OEDs, dictating the use of new technologies that offer the following advantages:

- Smaller size
- Greater total dependability
- Greater resistance to environment
- Low battery drain
- Lower total circuitry cost
- Easier circuitry replacement and repair

PRODUCTION CONCERNS AND BUSINESS ANALYSIS

Silicon Technology

Solid state electronics is totally dominated by silicon technology, with the exception of light-emitting diodes and a few microwave applications. Zactec intends to produce devices of moderate complexity by proven "mainstream" methods. This will entail hiring an engineer in this area and making capital investments in silicon wafer processing, integrated circuit packaging, and testing facilities.

Silicon wafer processing plus basic assembly and test equipment will require a \$350,000 initial

TABLE C21-1 Electronics Sales in Various Market Areas (in millions of dollars)

<i>Area</i>	<i>1985</i>	<i>1986</i>	<i>1987</i>	<i>1988</i>
Musical instruments	141.0	162.0	175.0	210.0
Test and measuring instruments	722.0	715.1	758.6	914.0
Medical diagnostic equipment	399.6	431.5	470.6	577.0
AM and FM station equipment	17.5	18.0	19.2	21.0
Industrial operations equipment	651.0	589.8	673.7	960.0

TABLE C21-2 Silicon Semiconductor Facility Project Schedule

	<i>Planning, Marketing, and Finance</i>	<i>Production</i>
Preparatory phase	Conduct market analysis and market survey, forecast equipment, financial, and personnel requirements Hire silicon technology specialists	
Installation phase (6 to 9 months)	Maintain market contact, monitor costs	Install wafer production equipment, begin phototransistor and photodiode design, integrated circuit R&D
First operational phase (2 years)	Maintain market contact, monitor costs Begin advertising and promotion of silicon products Repeat market survey Make product decisions on integrated circuits	Begin Monsanto production of phototransistors, establish packaging and testing assembly line, continue research and development Begin Zactec production of phototransistors and photodiodes Begin installation of automatic packaging and testing equipment
Second operational phase	Maintain market contact, monitor costs	Begin production of integrated circuits

investment. The photodiode devices will be produced first, and the production of the integrated circuits deferred by 2 to 3 years. Efficient IC assembly and testing is estimated to cost an additional \$150,000. Table C21-2 is an overview of the entire project.

Costs

Up to 7,500 devices can be "built" on a single 3-inch diameter silicon wafer, but the major production problem is quality control. By their very nature, not all devices will work and the good ones have to be sorted from the bad ones. If yields of good wafers exceed 20 to 25 percent of the total produced, then the cost of the silicon wafer per good device is trivial compared with the costs associated with testing and packaging the devices. Table C21-3 is a fixed and variable cost breakdown with resulting break-even points for different variable costs. The average variable labor cost of \$270 per 1,000 devices implies a production mix with fewer ICs,

and it illustrates how automation and the experience curve can substantially reduce packaging and testing labor costs.

Prices

For the purposes of this plan, the market price of \$0.75 per device was assumed. Current prices for phototransistors of the quality Zactec will produce range from \$1.22 to \$2.25, in large quantities. Since demand is relatively inelastic, this price range would avoid mutual throat cutting.

Pricing for integrated circuits will depend on the market and application. Cameras and some remote sensing applications will see high-volume, low-margin markets with prices perhaps as low as \$0.80. Control, audio, and musical applications will have prices in the range of \$1.00 to \$5.00, and some instrument makers will be willing to pay up to \$15.00 per device. The above price statements are based on current price trends, Zactec's expert opinion, and a market survey.

TABLE C21-3 Cost Analysis

<i>Average Fixed Production Costs per Year</i>	
Salaries for engineer, technician, supervisor	\$ 55,000
General overhead: utilities, some equipment rentals, outside lab work, masking, filters, interest on debt, etc.	71,000
	<u>50,000</u>
Recovery of fixed assets, \$500,000 over 10 years	<u>\$176,000</u>
 <i>Wafer Production Variable Costs¹</i>	
Labor: 1.28 hours/wafer @\$4/hour	\$5.12
	<u>4.00</u>
Materials	<u>\$9.12/wafer</u>
 <i>Wafer Production Variable Costs per Thousand Devices for Different Yields</i>	
Phototransistor—photodiode	
30% yield (worst case)	\$ 4.06
60% yield (best case)	\$ 2.03
Integrated Circuit	
4% yield (worst case)	\$30.40
20% yield (best case)	\$ 6.08
 <i>Packaging and Testing Variable Costs Per Thousand Devices²</i>	
Phototransistor—photodiode	\$120.00
Labor: 30 man-hours/1,000 devices @\$4/man-hour	<u>100.00</u>
Materials	<u>\$220.00</u>
Integrated circuit	
Labor: 35 man-hours/1,000 devices @\$4/man-hour	\$140.00
Materials	<u>200.00</u>
	<u>\$340.00</u>
 <i>Total Variable Production Costs per Thousand Devices</i>	
Phototransistor—photodiode	\$224.06
30% yield	\$222.03
60% yield	
Integrated circuit	
4% yield	\$370.40
20% yield	\$346.08
 <i>Break-Even Analysis</i>	
Assume average market price of \$.75/device with 17% of sales going to advertising, selling, and administration.	
With a variable production cost of \$270/1000 devices, break-even volume is 486,000 units/year average for 10 years.	
With a variable production cost of \$320/1000 devices, break-even volume is 582,000 units/year average for 10 years.	

¹Zactec has the option of buying fully processed wafers from Monsanto at \$14/wafer, but yields, continuity of long-term price and availability, and assurance of a particular technology are not guaranteed.

²Labor costs are based on the assumption that operations are primarily manual with little automation.

MARKET SURVEY RESULTS

Of the 187 survey forms mailed, 75 were returned (40 percent). The following results were provided from the survey.

1. The trend to silicon technology was verified.
2. IC characteristics valued the most by respondents were higher reliability, reduced product assembly cost, and reduced net component cost.
3. Few respondents desired unusual power, voltage, or temperature that would rule out an inexpensive IC.
4. Of the devices proposed, the optical Schmitt trigger and the operational amplifier integrated with a light were the most popular.
5. The most common applications were industrial controls, computer peripherals, photometry, laboratory instrumentation, and photon coupling.
6. The mean price was \$3.07 per unit. Low-value items (controls, burglar alarms, remote sensors) wanted a low price.
7. Packaging preferences expressed leaned heavily toward the Dual-Inline Package and the metal can with a transparent window.

SALES FORECASTS

The marketing department will estimate future sales using two assumptions. Table C21-4 shows the estimated sales volume and net cash flow for Zactec's light sensitive devices if the company achieves 10 percent of the current market within 8 years. Table C21-5 shows the results if Zactec achieves 25 percent of the current market within 10 years.

BUSINESS MARKETING STRATEGY

Historically, large firms have not been sufficiently adaptive, or had low enough overhead, to find optoelectronics markets profitable. Zactec's principal competitor, Flairex Electronics, is also a small firm that has a substantial share of the silicon optoelectronics market (current total \$11 million) and almost as large a share as Zactec (20 to 25 percent) of the photoconductor market, which totals \$5 to \$6 million.

Zactec proposes a two-prong offensive and defensive marketing effort. Zactec cannot afford to leave the burgeoning silicon market to its competitors, although it could survive by making CdS and CdSe

TABLE C21-4 Cash Flow (in thousands of dollars)

Assumption: Zactec achieves sales volume for its silicon light-sensitive devices equal to 10 percent of the current market within 8 years

Year	Fixed Production Costs	Variable Production Costs	Selling, Advertising, and Administrative Costs	Total Costs	Sales Revenue	Net Cash Flow
0	350	0	0	350	0	(350)
1	141	0	20 ¹	161	0	(161)
2	141	72	34	247	200	(47)
3	281	99	47	427	276	(151)
4	121	173	82	376	481	105
5	121	252	119	492	700	208
6	121	279	132	532	776	244
7	121	317	150	588	881	293
8	121	360	170	651	1000	349
9	121	360	170	651	1000	349
10	121	360	170	651	1000	349

¹Seed money to initiate advertising for silicon photo devices.

Internal rate of return=16.6%.

TABLE C21-5 Cash Flow (in thousands of dollars)

Assumption: Zactec achieves sales volume for its silicon light-sensitive devices equal to 25 percent of the current market within 10 years.

Year	Fixed Production Costs	Variable Production Costs	Selling, Advertising, and Administrative Costs	Total Costs	Sales Revenue	Net Cash Flow
0	350	0	0	350	0	(350)
1	141	0	20*	161	0	(161)
2	141	72	34	247	200	(47)
3	281	107	50	438	296	(142)
4	121	209	99	429	581	152
5	121	288	136	535	800	265
6	121	342	162	625	950	325
7	121	396	187	704	1100	396
8	121	504	238	863	1400	537
9	121	666	315	1102	1850	748
10	121	900	425	1446	2500	1054

*Seed money to initiate advertising for Silicon photo devices

Internal Rate of Return = 26.3%

photoconductors in applications requiring wide spectral response, low noise, or high temperatures. The long-term growth potential for this market is rather bleak. Silicon technology will assume increasing importance. Therefore, Zactec will continue in the cadmium device market but will also enter the silicon market to gain future sales and to sustain its future market share. The company proposes to develop a total capability for the design and manufacture of silicon devices.

Research and Development

Zactec's past success has been its ability to provide consistent product quality and maintain high levels of customer service. The company decided to develop a light-controlled oscillator (LCO), which produces a sine wave signal and has a frequency that depends on the intensity of the light incident on the device. An integrated circuit (IC) with this capacity has the desirable characteristics of serving a critical need in several markets, including cameras, instrumentation, remote sensing, and direct applications in electronic organs and musical instruments.

Promotion

Technical brochures, publicity, industrial advertising in trade journals, and personal selling will be con-

tinued. Promotion of Zactec's new line will incorporate promotion at the manufacturers' rep level and at the OEM and end-user levels. Direct mail will be sent to selected firms that can use the new product line. News releases will be sent, followed by advertising space in trade journals, such as *Electro-optical Systems Design*, *Electro-optical Master Catalog*, *Electronics*, *Electronics Buyers' Guide*, and *Electronics Design*.

Distribution Channels

Zactec currently uses manufacturers' reps but sells directly to very large customers, such as Kodak. There are twenty reps, who operate on a 5 percent commission basis. When the rep does routine clerical work on high-volume accounts, he or she receives an additional 2 percent. The present system offers many advantages:

1. The new product line can be offered quickly to the market.
2. The firm has experienced reps with ongoing accounts.
3. Lower initial expense will be incurred and the channel will be more adaptive to changes in sales volume.
4. This is a traditional channel, more acceptable for marketing business and industrial products.

Strategic Plan's Marketing Reach

Sales of OEDs are confined to industrial and research organizations. Although many applications exist for these devices, the realistic, potential market size numbers less than 200 organizations. Only domestic sales will be considered at this time; however, the vast foreign market cannot be overlooked, despite the numerous trade barriers that protect each country's domestic producers. It is not anticipated that the potential market will expand very much in the near future because most current and projected applications require a high degree of experience and sophistication. If new

applications open up, the total number of OED sales could expand rapidly.

Questions for Discussion

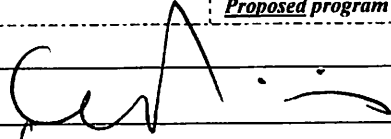
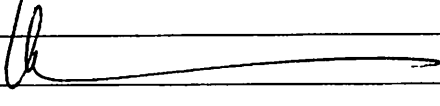
1. Evaluate the entire strategic plan's feasibility and its potential profitability.
2. Is it unwise to be so conservative as to keep producing the cadmium line while shifting to the silicon line? Why or why not?
3. Should Zactec enter foreign markets, regardless of their inexperience with trade barriers?
4. Will the existing channel and promotion plans suffice to produce an eventual profit? If not, why not?

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Framarz Byramjee	Email Address framarz.byramjee@iup.edu
Proposing Department/Unit Marketing / Eberly College of Business	Phone (724)357-1364

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision (Amnesty) <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
MKTG 431 Business-to-Business Marketing	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	Date
	24 Sept 07
Department Chair(s)	Date
	9/24/07
College Curriculum Committee Chair	
College Dean	
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	

* where applicable

Catalog Description:

MKTG 431 Business-to-Business Marketing

3c-01-3cr

(3 class-hours, 0 lab-hours, 3 credits)

Prerequisites: MKTG 420.

Concerned with the major activities involved in the marketing of industrial goods and services, including the industrial marketing system, marketing information needs of the industrial firm, industrial marketing implementation and control, and channel, pricing, product, and promotional strategies for industrial goods.

Course Outcomes:

- Business-to-Business Marketing attempts to understand the factors that shape the core decision-making process of successful business marketing entities.
- The course helps understand communalities in the consumer and business markets that foster similar marketing strategies, while distinguishing significant differences that demand altered approaches.
- Students can, in a similar vein, differentiate marketing systems and processes successfully employed across industries from those that appear industry-specific, and identify the underlying reasons.
- Students are encouraged to recognize fundamental trends occurring in the domestic and/or global markets that necessitate changes in the organizations' tactics and strategies.
- Given the converging nature of the global economy and trade facets, students can appreciate the significant impact of global competition on domestic markets, and the intensified challenge of transforming a domestic strategy into an effective international approach.

Course Outline:

This course will involve lectures on the theoretical topic areas and case-analyses relative to theoretical themes and contexts associated therewith.

Quizzes will also be held at the end of each topic; these quizzes will consist of multiple-choice questions, to test your understanding of the material covered in each chapter.

There will be one theoretical exam conducted toward the end of the course; it will comprise of short essay-type questions.

Detailed case presentations will be done in class by students, in groups of two or three.

Each group shall be assigned its respective case well in advance, and is expected to do a professional presentation using MS-PowerPoint. The group shall also submit to me a detailed case analysis report at the time of their presentation. Each student will also be doing one case analysis assignment individually and submitting that report to me.

The Business-Planning exercise to be held after finishing all the chapters will attempt to integrate all the marketing functions and processes learnt so far into a business plan aimed at implementing some creative scenario which we shall later decide upon. A

written report describing a business plan geared toward some business situation will be submitted by students in groups of two or three.

The tentative course schedule and credit hours required for achieving the objectives of this structure are as follows:

- Course Introduction and Syllabus description (1 hour)
- The Role of Marketing as a vital business function (1 hour)
- Global and Domestic Perspectives of the Business Market (1 hour)
- The Nature of Business Markets and their role in Business Marketing (2 hours)
- The Buying Process in the Business Market (1 hour)
- Interpersonal Dynamics of Business Buyer Behavior (1 hour)
- Market Research and Marketing Intelligence Systems (2 hours)
- Demand Analysis and Sales Forecasting (1 hour)
- Market Segmentation, Targeting, and Positioning (1 hour)
- Planning Market Strategies (2 hours)
- Business Products and their Life Cycles (1 hour)
- Strategic Innovation and New Product Development (2 hours)
- Business Services Marketing (1 hour)
- Managing Business Channel Members (1 hour)
- Logistics of Physical Distribution and Customer Service (2 hours)
- Planning and Development of the Sales Function (1 hour)
- Organizing and Controlling a Sales Force (1 hour)
- Business Advertising, Sales Promotion, and Public Relations (2 hours)
- Price Determinants: Costs, Competition, and Customers (1 hour)
- Pricing Decision Analysis (2 hours)

- Competitive Strategies in Business Markets (2 hours)
- Strategic Control of the Marketing Process (1 hour)
- International Business Marketing (2 hours)
- Case-Presentations by Teams (2 hours)
- Business-Planning Exercise (3 hours)
- Quizzes (3 hours)
- Theoretical Exam (2 hours)

Evaluation Methods:

This course will test your learning and analytical skills, both as an individual and as an effective team-player.

Your final grades will be determined by my evaluation of your performance in achieving the course objectives, as reflected in the following weighted criteria:

Discussion Participation	10 %
Team Case Analysis Report	25 %
Team Case Presentation	10 %
Case Analysis Assignment Report	10 %
Quizzes	20 %
Theoretical Exam	15 %
Business Plan	10 %

Grading Scale:

The grading pattern (grades' cut-offs) is as follows:

- 90.00 to 100.00 - A
- 80.00 to 89.99 - B
- 70.00 to 79.99 - C
- 60.00 to 69.99 - D
- Below 60.00 - F

Attendance Policy:

There is no specific attendance policy for this course, as it is being conducted online. However, the rules and regulations pertaining to academic honesty and sincerity in academic conduct, as maintained by the University, apply at all times. Students must adhere to all deadlines for online submissions of reports, and all timings pertaining to quizzes and exams, as instructed on WebCT.

Make-up exams shall not be given to any student, unless in case of an absolute emergency, wherein the student may have to first consult with me. There shall remain strict enforcement of prerequisite course-completions, and deadlines pertaining to course withdrawal and all other academic policies exercised by the University.

Required Textbook:

Business Marketing, 3rd Edition,
Edward G. Brierty, Robert W. Eckles, and Robert R. Reeder,
Prentice Hall, New Jersey.