

**Mendoza College of Business  
University of Notre Dame**

**Marketing 70220  
Marketing Value-Based Solutions to B2B Markets  
Fall 2006**

**Instructor:**

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**Business to Business (B2B) Markets**

Business to Business (B2B) Markets are large, playing a pivotal role in generating well over half of our total economic activity. B2B markets are wide-ranging, including business, institutional, and government customers. B2B products and services are also highly varied, including a broad base of market offers such as sophisticated e-business solutions, nuclear plants, manufacturing equipment, telecommunications equipment and services, architectural, legal, and accounting services, and more routine offers such as maintenance, repair and operating (MRO) supplies. While traditional Marketing texts concentrate on consumer markets, most marketers actually work for companies selling primarily into B2B markets.

**Backdrop for B2B Marketing Today**

**Buyers Want More for Less.** In today's competitive B2B marketplace, buyers want and expect more for less, creating a paradox for B2B sellers, forcing them to provide more costly services, while simultaneously reducing prices. The more power that buyers gain over time, the more pressure on prices and profits of B2B sellers.

**Addressing Customer Demands of "More for Less" by Developing & Communicating Value-Based, Highly Differentiated, Flexible Market Solutions.** By carefully developing and effectively communicating value-based, highly differentiated, flexible market solutions, B2B sellers can both delay 'more for less' pressures on newer, higher margin, more differentiated market solutions and reverse 'more for less' pressures on more mature, more competitive, and traditionally less differentiated solutions. These strategies can help B2B marketers increase profit margins and sales, while reducing costs. The prospective results for the B2B seller include higher profit margin pricing without compromising market share, overall profits, return on marketing investments, or stockholder returns. Indeed, *value-based, highly differentiated, flexible market solutions and value-based pricing have become the cornerstones of effective B2B marketing today.*

**Two B2B Marketing Courses at Notre Dame: (1) Building a Business Case for B2B Markets & (2) Marketing Value-Based Solutions to B2B Markets**

Responding to the backdrop described above, we offer a two course package of B2B Marketing courses at Notre Dame. These two courses provide students with frameworks, perspectives, insights and tools for effectively Building a Business Case for and Marketing Value-based Solutions to B2B Markets. The 1<sup>st</sup> course is a recommended pre-requisite for the 2<sup>nd</sup> course.

**Course #1: Mark 70200 – Building a Business Case for Value-Based Solutions for B2B Markets**

- In this course you will learn to build "a business case" for buying and selling innovative, value-driven market offers for business to business markets. You will accomplish this by:
  - Learning to *design value based marketing plans and strategies* for B2B markets. These strategies are based on carefully developed, value based, highly differentiated, flexible market solutions ('naked solutions' plus highly variable options)
  - Learning to *a build value-based framework ("model")* for creating the financial visions necessary to counter 'more for less' demands from customers and provide convincing

financial justification for solution purchase without compromising price. This course includes building sophisticated spreadsheet-based frameworks (“Value Models”) to help sort out, quantify and communicate differential values available from value-focused B2B marketing strategies.

### Course #2: Mark 70220 – Marketing Value-Based Solutions to B2B Markets

- In this course you will learn **to market innovative, value-driven market offers for business to business markets**. You will accomplish this by:
  - Learning to ***systematically create the operating, transition & financial visions*** necessary to convert carefully designed Value-Based B2B market offers into more profitable sales
  - Learning the ***“Solution Selling”*** (& Sales Management) process and related, highly operational, value-based professional marketing, selling and sales management systems
- ***Mark 70200 (Building a Business Case) is a highly recommended before taking Mark 70220 (Marketing)***

### More Detailed Overview of Mark 70220 – Marketing Value-Based Solutions to B2B Markets

The Mark 70220 course focuses on ‘Marketing’ Value Based Solutions to B2B Markets. In particular, this course concentrates upon marketing and selling higher value and more complex B2B solutions that require a longer and more involved sales cycle. These solutions typically require more carefully thought-out and more systematic sales and sales management processes, strategies and tactics. Students successfully completing this course learn proven marketing and sales management systems and procedures specifically designed for marketing and selling complex B2B solutions more effectively. The course includes important perspectives for parties selling *and parties buying* complex B2B solutions.

Among others, the course helps B2B marketers of complex solutions to:

- help potential customers more clearly envision the benefits and value that specific complex B2B capabilities can provide
- gain access to decision-makers in the customer company in the drive toward winning complex B2B sales
- differentiate competitors offering alternative B2B generic and brand solutions
- engineer or re-engineer customers’ vision to improve your firm’s chances of winning complex B2B sales
- negotiate premium prices and more profitable sales by showing customers the specific value of proposed B2B offerings
- identify and rectify specific reasons for lost sales
- more accurately forecast sales and revenues flowing through the B2B sales pipeline
- better manage limited sales time and resources in order to enhance the B2B marketing productivity of individual sales persons and the overall sales team.

### Perspectives, Tools, and Related Benefits You Can Anticipate From This Course

Your primary perspectives, tools and benefits to be gained from this course include the following:

- (1) ***B2B Market ‘Solution Selling’ Process***. You will learn how to use proven methodologies for systematically marketing, building visions and capturing sales in complex, highly valued, long sales cycle B2B market situations.
- (2) ***The B2B Customer Will Pay For Proven Value***. Through this course you will also learn to uncover, to prove and to effectively communicate the value of complex B2B market solutions to target customers. This will eventually the companies you work for to increase both sales and profits through charging more profitable prices (generally higher), through increasing sales and market share, and through eliminating unnecessary costs.

Bringing these talents to your employer should enhance your productivity, your value to your employer, and your career.

### Text Material & Readings

- **Study Packet for MARK 70220** (available @ Copy Center in LaFortune). This study packet includes class outlines, exercises, cases, and readings.
- Texts. Eades, Keith (2004), *The New Solution Selling*, McGraw Hill, 300p.

### Course Integration Through a Term-Long Team Project

In Mark 70220 ('Marketing Value Based Solutions to B2B Markets'), the main pedagogical tool is a semester long simulated marketing team project. The project starts with researching complex B2B solution providers and the wide-ranging, varying complex B2B needs of specific firms in different industries. Once having selected a target industry and customer, student teams learn a flow process and time-tested procedures designed specifically for Marketing complex, high price/value, long sales cycle, complex B2B solutions. This process consists of several phases. Students study each phase by applying it to their team projects, presenting concepts and procedures and doing role plays in class as the material is learned. The course concludes with a full-scale top-to-bottom marketing presentation by each team.

Characteristics of the term-long team project:

- Self-Selected Teams
- Project Runs throughout the course
- Project provides and opportunity to learn by doing – Learning, practicing and demonstrating your understanding of each part of the course, as covered, by immediately applying it to your team project
- Semester culminates with formal 25-30 minute presentations of completed team projects.

### Day-to-Day Pedagogy

The day-to-day course pedagogy uses a mix of class / case discussions, overview lectures by the prof, and student presentations & role-plays of the multi-part semester-long team project. A typical class consists of ½ material review by the professor and ½ teamwork and student presentations or role-plays. The course assumes students already grasp basic marketing concepts, as covered in an introductory marketing course.

### Classroom Policies – Common sense, professional practices regarding:

- Attendance & Active Involvement in Our Discussions – Be here & be involved
- Punctuality & leaving during class without prior notice – Be here on time and stick around
- Complete & turn in assignments on time so we can discuss them in class – Prepare & hand assignments in timely manner
- Common in class courtesy – e.g., please avoid eating in class (drinks OK), turn cell phones off, etc.
- Electronics – e.g., use of Laptops, wireless PDAs, multi-function cell phones, etc. OK – but only if tied directly into current in-class discussion

You can assume that compromising these professional practices will result in a compromised evaluation the your overall body of work for this course.

### Digital Course – No paper hand-ins

All students are expected to use personal dropboxes (exclusively) for submitting required individual and team course assignments (dropboxes located on the I:\ Drive – reviewed in class #1)

### Mark 70220 Course Evaluation & Grading

A	94.0 & up;	A-	91.0 - 93.9	
B+	88.0 - 90.9;	B	85.0 - 88.9; B-	82.0 - 84.9
C+	79.0 - 82.9;	C	74.0 - 78.9; C-	70.0 - 73.9
F	Under 70.0. Final grades are not rounded up (unless .9 or above).			

### Grades Determined By Three Items:

Avoid a 'Surprise Grade' at the end of the course. *Your* performance in the course determines *your* grade. If you want an 'A,' you have to average 'A' work (94%+ average).

Your grade will be determined by *your overall average* – according to the weights provided below.

- **25% Participation**
  - Class Preparation / Participation / & General Professionalism
- **50% Exams**
  - **Final Exam (Entire 50%, or 25%, for anyone opting for a mid-term exam)** – The final exam will be a 3 hour “open book, open notes” case study analysis, held during the regularly scheduled final exam period. In the exam you will be asked multiple questions related to applying the principles covered during the course. You will have plenty of practice at doing such analyses throughout the course, so extensive exam preparation at the end of the course will not be necessary – assuming you have kept up during the course and been actively involved in developing your team project.
  - **Optional mid-term exam (Optional, 25%).** If you are uncomfortable with a single final exam counting for 50% of your grade, you can opt to take a mid-term exam for 25% of your grade, with the final exam then counting the other 25%. This mid-term exam would be held in a student selected out of class, 2 hour time slot, some time around during the 4<sup>th</sup> week of classes. Please let the professor know in timely fashion (by end of week #3) if you, individually, would like to opt to have a mid-term exam.
- **25% Project – Term Long Team Project & Presentation** - see note below
  - Your project will be undertaken as part of a team of 2 or 3 students. In a small class, we prefer 2 person teams. We will assemble teams and overview the project during the first class.
  - Project grade will be determined by the evaluation of your team’s final project presentation at the end of the course – including submission of final ‘revised file(s)’ after constructive, in class critique of your team’s final presentation.

**Day-to-Day Summary Outline for Mark 70220**

**Marketing Value-Based Solutions to B2B Markets**

Professor John Weber, Fall 06

**WEEK 1**

**This Week: Parts 1 & 2 – (1) Selecting Your Team Project & Related Parameters and (2) Detailing Your Target Customer’s Background**

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1. T, 10/24 Part 1 – Course Introduction & Overview, plus Part 1 – Selecting Your Team Project & Related Parameters
  2. Th, 10/26 Part 2 – Developing Account Marketing Plan. Customer Background: Build the ‘Pain Chain Matrix’ & Identify Potential Sponsor & Potential Power Sponsor

**WEEK 2**

**This Week: Parts 3 & 4 – (Part 3) Capturing Initial Attention & Stimulating Interest – including Cold Calls and (Part 4) 1<sup>st</sup> Steps Toward Converting Potential Sponsor into Your Sponsor (in the 1<sup>st</sup> Sales Call)**

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3. T, 10/31 Part 3 – Capturing Initial Attention & Stimulating Interest – including Cold Calls – Getting Invite for 1<sup>st</sup> Sales Call
  4. Th, 11/2 Part 4 – 1<sup>st</sup> Sales Call & Intro to Vision Building

**WEEK 3**

**This Week: Parts 5 & 6 – (Part 5) Converting Your Potential Sponsor to Your Sponsor and (Part 6) Getting to the Power Sponsor**

5. T, 11/7 Part 5. Converting Your Potential Sponsor to Your Sponsor, cont. (Also, general discussion of Building Operating & Transition Visions Using the 9 Block Conversational Tool)
6. Th, 11/9 Part 6 – Accessing Power

**WEEK 4**

**This Week: Part 7 – Proof Management with the Evaluation Plan**

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7. T, 11/14 Part 7 – Proof Management & the Evaluation Plan. Refine Pain Chain Matrix; Develop Detailed Evaluation Plan; Begin Proof Management by Expanding the Operating Vision & Building Transition Visions
  8. Th, 11/16 Part 8, Implementing the Evaluation Plan, cont. – Financial Vision – Performing a Detailed Customer Audit & Building the Financial Vision – Draws Directly from Excel Value Model developed during 1<sup>st</sup> B2B course taken earlier this term

**WEEK 5**

**This Week: Parts 9 Negotiating the Final Agreement**

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9. T, 11/21 Part 9 – Negotiating the Final Agreement

Th., 11/23-11/26: Thanksgiving Break

**WEEK 6**

**This Week: Parts 10 & 11 – (10) Negotiating the Final Agreement, cont. and (11) Sales Management Tools (Productivity Aids) in Solution Selling System**

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10. T, 11/28 Part 10 – (Part 10) Mock Negotiation Exercises & (Part 11) Intro to Sales Management Tools
  11. Th, 11/30 Part 11 – Sales Management Tools (Productivity Aids) in Solution Selling System, cont.

**WEEK 7****This Week: Part 12 – Ethics in Marketing B2B Solutions & Final ‘Top-to-Bottom Presentations’**

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12. T, 12/5 Part 12 – Ethics in Marketing B2B Solutions & Set Up & Review Related Requirements for Final ‘Top-to-Bottom’ Presentations
13. W, 12/6 Final Top-to-Bottom Presentations & Refinement of Final Project PPT Deck [This Wednesday class will be held at the regular class time and is the Thanksgiving Thursday Makeup Day for T/Th classes]
- *Final Project Refinements.* Within 3 days (72 hours) after your final presentation, please submit to your captain’s Dropbox the final refined version of your project file(s). To ensure that the professor gives your team full credit for final refinements made, please provide a *detailed list* of all final changes on the 1<sup>st</sup> several slides of your PPT Deck. Also, please e-Mail the professor with that same detailed list of refinements at same time as you submit your team’s final, refined file(s) in your team captain’s Dropbox.
- Th, 12/7 Study Day, as indicated on MBA class schedule

**WEEK 8 – Final Exam**

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- T, 12/12 Final Exam, as indicated on MBA class schedule – time is to be scheduled

More Detailed Day-to-Day Outline for Mark 70220**Marketing Value-Based Solutions to B2B Markets**

Professor John Weber, Fall 06

**WEEK 1****This Week: Parts 1 & 2 – (1) Selecting Your Team Project & Related Parameters and (2) Developing Account Marketing Plan****1. T, 10/24 Course Introduction & Overview, plus Part 1 – Selecting Your Team Project & Related Parameters**

## In Class Topics:

- Course Intro
  - Video Case
    - Whole Tree Energy (WTE)
    - Student Led Case Discussion
  - Overview of Course in context of WTE Case
  - Background on Solution Selling approach
  - Review of Syllabus plus Course Requirements & Expectations
  - Review Study Packet & Text(s)
- Confirm Teams, Identify Team Captains & Discuss/Select Appropriate Team Projects (ideally carried over from 1<sup>st</sup> B2B class, taken during early this term)
- **Presentation Outline / Emphasis (Focus Presentations as Follows):**
  - **Part 1.1. Identify Company, Solution, & Target Customer** – Study Part 1.1 of your “adopt-a-project” – consider refining or extending, if appropriate.
    - Company & Core Solution. In your presentation of Pt 1.1, focus on clearly explaining the Core Solution –
      - Each team member must be thoroughly with and be able to clearly describe the Core Market Solution being sold in your project. As / if necessary, supplement current description in your “adopt-a-project” deck with additional information from Internet or other search. You must each thoroughly understand and be able to clearly and succinctly explain your market solution and what it offers for the customer. One way to both learn and to effectively communicate the functionality of your market solution is to study / understand / explain any **before - after process flow diagram(s)** provided in your project (if any diagram is provided in your project – We suggest you consider **developing such a before - after process flow diagram, if none is provided.**)
    - Target Customer
      - Learn more about your Specific Target Customer (In Part 1.2 of Adopt-a-Project files). Your PPT deck should include a separate slide specifically indicating that your Target Customer meets these four criteria –
        1. Target customer is in your target segment,
        2. This would be a new task purchase (currently using a generic substitute) for your Target customer
        3. Your company currently has no relationship with this target customer
        4. This is a ‘not looking’ target customer [We will clarify ‘not looking customer’ with “Column A” Classroom Exercise, (also refer to Eades, **pp 20-22 – Attraction of the ‘Not Looking’ Customer**) – setting our own criteria
- Part 1.2 Primary Generic & Brand Competitors
  - Identify generic & brand competitors

- Identify **primary competitor of each type** for your target customer
- Part 1.3 Generic & Brand Differentiators (Advantages)
  - Generic Advantages
    - Identify Key Value Drivers of Your Generic Market Offer against Your Primary Generic Competitor – (confirm by reviewing Excel financial model)
  - Brand Advantages (overlying generic advantages)
    - Identify Key Brand Differentiators of Your Brand Market Offer against Your Primary Brand Competitor – (confirm by reviewing Excel financial model)
  - Provide Features / Advantages / Benefits Perspectives

Post Class Assignments & Prep for Next Class:

- *Assignment #1.* Identify & Clearly Describe your team's chosen Industry, Company, Core Market Solution, Target Segment, Specific Target Customer, Primary Generic Competitor & Your Market Offer's Key Value Drivers against same, Primary Brand Competitor & Your Market Offer's Key Brand Differentiators against same
- Submit completed assignment to your captain's Dropbox by 5 PM, the evening before next class -- Using appropriate file name ("Project Name & Stage - Captain's Name - date" – e.g., "Oracle thru Pt 1.3 - Bill G - 1-23-06"). This may be the same deck used by the previous team, or may, at your discretion, include some extensions and / or refinements (*extensions / refinements are not required*).
- Read Text (Eades), pp 54-59 ('Key Player List & Pain Chain'); and Text (Eades), pp 187-206 (Ch 12, 'Controlling the Buying Process')

2. Th, 10/26 **Part 2 – Developing Account Marketing Plan.** Customer Background: Build the 'Pain Chain Matrix' & Identify Potential Sponsor & Potential Power Sponsor

In Class Topics:

- New Students / Adjust Teams & Projects
- Quickly Review Assignment #1 in Designated Captains' Dropboxes
- Account Marketing Plan. Review & Class Discussion & Development of Account Marketing Plan.
  - **Target Players**
    - Org Structure, Listing All Important Internal & External Players
    - Overview of 'Vision(s)' Required for Each Key Player (Operating, Transition & / or Financial)
    - Select Target Sponsor
    - Select Target Power Sponsor
  - **'Pain Chain'**
    - Target Sponsor in pain chain
    - Target Power Sponsor in pain chain
    - Other Internal parties in pain chain
    - External parties in pain chain
  - **What your Account Marketing Plan will 'look like'**
    - Players
    - Visions Required
    - Tasks
    - Time Line

Post Class Assignments & Prep for Next Class:

- *Assignment #2.* Develop Account Marketing Plan. Build Pain Chain Matrix for Your Target Customer. Be sure to include: Player / Vision / Pain / Reasons /

Capabilities / Differentiators columns (simply refine your pain chain, if extending your project from the 1<sup>st</sup> B2B course)

- Develop Overall Account Marketing Plan
  - Target Players & Visions
  - Pain Chain
  - Account Marketing Plan - *include time line*
- Submit completed assignment to your captain's Dropbox by 5 PM, the evening before next class

## WEEK 2

**This Week: Parts 3 & 4 – (3) Capturing Initial Attention & Stimulating Interest – including Cold Calls and (4) 1<sup>st</sup> Steps Toward Converting Potential Sponsor into Your Sponsor (in the 1<sup>st</sup> Sales Call)**

### 3. T, 10/31 **Part 3 – Capturing Initial Attention & Stimulating Interest – including Cold Calls – Getting Invite for 1<sup>st</sup> Sales Call**

In Class Topics:

- Quickly Review Assignment #2 in Designated Captains' Dropboxes
- Latent Pain to Pain Concept & Related Ads
  - Examples of Latent Pain to Pain Concepts & Advertisements
  - Develop latent pain to pain concepts & ads for your project – aimed at your key initial target player (potential sponsor) – *in class discussion & team work*
- The Cold Call
  - Preparing for cold call with Cold Call Prompter ('bus development prompter'), *including a matrix of reference stories*
  - Develop cold call prompter for approaching your targeted potential sponsor – *in class discussion & team work*
  - *In Class Practice* – Cold Call Dialogs

Post Class Assignments & Prep for Next Class:

- Assignment #3. Capturing Initial Attention & Stimulating Interest – Getting Invite for 1<sup>st</sup> Sales Call
  - Develop latent pain to pain ads for your project – aimed at your key initial target player (potential sponsor)
  - Preparing for cold call with cold call prompter ('bus development prompter') – be sure to develop & include menu of potential pains a related matrix of reference stories
  - Develop cold call dialog – use menu of pains & related matrix of reference stories – come prepared to have cold call dialog with professor or random classmate next class
- Submit completed assignment to your captain's Dropbox by 5 PM, the evening before next class

### 4. Th, 11/2 **Part 4 – 1<sup>st</sup> Sales Call & Intro to Vision Building**

In Class Topics:

- Quickly Review Assignment #3 in Designated Captains' Dropboxes – Have several mock team *Cold Call Dialogs*
- Part 4 – 1<sup>st</sup> Sales Call & Intro to Vision Building
  - Goals & Content of 1<sup>st</sup> Sales Call
    - Goals
    - Content

- Converting 1<sup>st</sup> Sales Call into Vision Building Process – Using the 9 Block Conversational Tool – to try to convert your targeted potential sponsor into your sponsor
  - *Intro to Vision Building Using 9 Block Approach* – Basics of 9 Block Process
    - 1<sup>st</sup>, must get pain admitted
    - Columns & Rows – principles plus Do’s & Don’t’s
    - Developing the ‘9 Block Planning sheet’ (including, among other components, alternative strategies for trying to get your targeted sponsor to admit one or more relevant pains)
    - Implementing the 9 block approach
    - What’s next, at end of 9 block?
- Vision Building Practice – Vision Building (9 Block) to Remedy a Personal Challenge’ – *in Class 2 person Team Exercise*
  - Personal 9 Block
    - Develop personal 9 block planning sheet for a personal challenge
    - Develop related personal 9 block dialog (for practice) – (with a partner) – *start in class*
  - Business 9 Block
    - Develop 9 block planning sheet for Building ‘Operating Vision’ with targeted Potential Sponsor
    - As time permits, start developing business 9 block dialog *in class*

Post Class Assignments & Prep for Next Class:

- Assignment #4. 1<sup>st</sup> Sales Call & Intro to Vision Building
  - Develop 1<sup>st</sup> Sales Call plan and sample dialog
  - Intro to 9 block Vision Building
    - Personal 9 Block – Develop 9 block planning sheet & related dialog for personal challenge (individual or team assignment)
    - Business 9 Block Planning Sheet. Develop 9 Block planning sheet (we will work on related dialog itself during next class) for initial vision building exercise with your targeted potential sponsor
- Submit completed assignment to your captain’s Dropbox by 5 PM, the evening before next class

**WEEK 3**

**This Week: Parts 5 & 6 – (5) Converting Your Potential Sponsor to Your Sponsor and (6) Getting to the Power Sponsor**

**5. T, 11/7 Part 5. Converting Your Potential Sponsor to Your Sponsor. (Also, general discussion of Building Operating & Transition Visions Using the 9 Block Conversational Tool)**

In Class Topics:

- Review Assignment #4 in Designated Captains’ Dropboxes – Have one or two or more mock 1<sup>st</sup> Sales Calls & Initial 9 block vision building effort – *In Class Practice*
- Also (as / if time permits), review some Personal 9 block conversations
- *In Class Practice* on Business 9 Block
  - Have several ad hoc 9 Block Vision Creation Conversations
  - Constructive Critique (by individuals in the class) of 9 block conversations
  - *In class – work to refine business 9 block planning sheet & dialog*

Post Class Assignments & Prep for Next Class:

- *Assignment #5.* Building Operating Vision with Your Targeted Potential Sponsor
  - Refine your Business 9 Block Planning Sheet
  - Develop / Refine your 9 Block Dialog for vision building with your targeted potential sponsor
- Submit completed assignment to your captain's Dropbox by 5 PM, the evening before next class

#### **6. Th, 11/9 Part 6 – Accessing Power**

##### In Class Topics:

- *In Class Exercise.* More sample 9 block vision building dialogs – comments & critiques from the class
- *In Class Exercise.* Attempts to Close the initial 9 block vision building dialog. Where do we go from here? – Class discussion of ‘Closing the 9 Block Conversation’
- Part 6 – Accessing Power
  - Testing for power
  - Bargaining to get to power
  - Fulfilling your part of the bargain & now getting to power
  - 9 block conversation power (potential power sponsor)
  - Closing ‘surprise free environment’ conversation with (potential) Power Sponsor

##### Post Class Assignments & Prep for Next Class:

- *Assignment #6.* Accessing Power
  - Continue refining your initial 9 block vision building conversation – reflecting general class discussion
  - Prepare dialog / conversations your team used to:
    - Testing for power
    - Bargaining to get to power
    - Fulfilling your part of the bargain & then immediately getting to power
    - 9 block conversation power (potential power sponsor)
    - Closing ‘surprise free environment’ conversation with (potential) Power Sponsor
- Submit completed assignment to your captain's Dropbox by 5 PM, the evening before next class

### **WEEK 4**

#### **This Week: Part 7 – Proof Management with the Evaluation Plan**

#### **7. T, 11/14 Part 7 – Proof Management & the Evaluation Plan. (This is a subset of Account Marketing Plan.) Refine Pain Chain Matrix; Develop Detailed Evaluation Plan; Begin Proof Management by Expanding the Operating Vision & Building Transition Visions**

##### In Class Topics:

- Pain Chain & Proof Management. Link Between Pain Chain Matrix & Proof Management
  - Insights from initial Pain Chain Matrix for Proof Management
  - *In Class Exercise.* Review & discuss enhancing your “Pain Chain Matrix” from Assignment #2. Expand/Refine Player / Vision / Pain / Reasons / Capabilities / Differentiators columns plus Pain Chain Links. Clear Identify all Key Operating, Transition & Financial Target Players
- Develop Detailed Evaluation Plan
  - Principles & components of an Evaluation Plan

- *In Class Exercise.* Start developing your detailed Evaluation Plan – flowing directly from your refined Pain Chain matrix
- Begin Proof Management (i.e., Implementing the Eval Plan) by Expanding the Operating Vision & Building Transition Visions
  - Expand the operating vision to at least one more key operating player – *In Class Exercise* – select relevant player & start developing 9 block planning sheet
  - Build a transition vision with at least one key transition player – *In Class Exercise* – select relevant player & start developing 9 block planning sheet

Post Class Assignments & Prep for Next Class:

- *Assignment #7.* Proof Management & the Evaluation Plan
  - Refine your Pain Chain Matrix – Submit to captain’s dropbox by 5 PM, the evening before next class
  - Develop Detailed Evaluation Plan – Submit to captain’s dropbox by 5 PM, the evening before next class
  - Expanding Visions.
    - select at least one key operating & transition players for vision building exercises
    - clearly identify location of relevant operating & transition players in your pain chain
    - build *comprehensive 9 block planning sheets* for two additional key players
      - one for expanding the operating vision to another key player (inside or outside the customer company)
      - another for building a transition vision with a key player – be sure to start by showing where this player fits in the pain chain
    - next class selected teams will be asked to use your comprehensive 9 block planning sheet(s) to ad lib the 9 block vision building conversations – See next class *In Class Exercise*
- Submit completed assignment to your captain’s Dropbox by 5 PM, the evening before next class

**8. Th, 11/16 Part 8 – Implementing the Evaluation Plan – Financial Vision – Performing a Detailed Customer Audit & Building the Financial Vision – Draws Directly from Excel Value Model developed during 1<sup>st</sup> B2B course taken earlier this term**

In Class Topics:

- *In Class Exercise (prepare ahead of time)* – Mock 9 block conversations to: (1) expand the operating vision to another key operating player; and (2) build a transition vision with a key transition player. Include:
  - clearly identify who the selected key operating & transition players are and why they are important
  - show specific location of relevant operating & transition players in your pain chain
  - display for the class your comprehensive 9 block planning sheets for selected operating & transition players
  - ad lib the 9 block vision building conversation(s), using your comprehensive 9 block planning sheet(s)
- Part 8 – Performing a Detailed Customer Audit & Building the Financial Vision
  - Use Financial Model developed in previous B2B Class #1
  - Detailed Customer Audit – Adapt your financial model for your current target customer – by asking three types of questions – *this is the Customer Audit*

- Questions to Fill in the Customer Usage Profile – Questions regarding fundamental user parameters that vary from customer to customer (e.g., scale related questions) – *Start this with In Class Exercise as/if time allows*
  - Identify a representative sample of questions you will ask
  - For each question, identify whom you will ask that question (can be more than one player)
- Questions to Confirm / Refine Key Model Parameters – Questions to test and refine key scalable assumptions integrated into your financial model – *Start this with In Class Exercise as/if time allows*
  - Identify a representative sample of questions you will ask
  - For each question, identify whom you will ask that question (can be more than one player)
- Questions to Try to Quantify Key Placeholders – Questions attempting to quantify financial parameters currently treated only as placeholders in your financial model – focus on asking questions regarding the placeholders with the biggest potential financial impact – *Start this with In Class Exercise as/if time allows*
  - Identify a representative sample of questions you will ask
  - For each question, identify whom you will ask that question (can be more than one player)
- Use Financial Model to help build Financial Vision – *Start this with In Class Exercise as/if time allows*
  - Identify key players most needing a financial vision
  - Indicate your specific plan for building the financial vision with each key player needing that vision
  - Prepare mock dialog in which you use your financial model to help build Financial Vision with one or more key players – *Start this with In Class Exercise as/if time allows*
- Review Importance of and format for *Implementation Time Plan* and related *ROI Related Success Criteria* to measure quarter by quarter during and after implementation

Post Class Assignments & Prep for Next Class:

- Assignment #8. Part 8 – Performing a Detailed Customer Audit & Building the Financial Vision
  - Use Financial Model developed in previous B2B Class #1
  - Detailed Customer Audit
    - Questions to Fill in the Customer Usage Profile
      - Identify a representative sample of questions you will ask & whom you will ask each question
    - Questions to Confirm / Refine Key Model Parameters
      - Identify a representative sample of questions you will ask & whom you will ask each question
    - Questions to Try to Quantify Key Placeholders
      - Identify a representative sample of questions you will ask & whom you will ask each question
  - Use Financial Model to help build Financial Vision
    - Identify key players most needing a financial vision
    - Indicate your specific plan for building the financial vision with each key player needing that vision
    - Prepare mock dialog in which you use your financial model to help build Financial Vision with one or more key players

- Develop *Implementation Time Plan* and related *ROI Related Success Criteria* to measure quarter by quarter during and after implementation
- Peruse study packet on negotiation topic – come to next class prepared to develop (in class) the negotiation planning worksheets described in the packet
- Submit completed assignment to your captain’s Dropbox by 5 PM, the evening before next class
- *Heads up – prep required for next class* – next class will consist of *In class exercises* – with selected teams asked to present Financial Vision Building Dialogs. *All teams must come prepared with your financial model(s) – from previous B2B class – ready for presentation.*

## WEEK 5

### This Week: Parts 9 Negotiating the Final Agreement

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#### 9. T, 11/21 Part 9 – Negotiating the Final Agreement

##### In Class Topics:

- *In Class Exercise (prepare ahead of time)* – Selected teams asked to present Financial Vision Building Dialogs – All teams must come prepared with your financial model (from previous B2B class) ready to go
  - Start – show key financial players in pain chain and in evaluation plan
  - Review your customer audit procedure – getting answers to the three types of questions
  - Have mock financial vision building dialog (using your user friendly financial model) between lead sales person and your target customer’s key financial player(s)
  - Review *Implementation Time Plan* and related *ROI Related Success Criteria* to measure quarter by quarter during and after implementation
- Part 9 – Negotiating the Final Agreement
  - *In Class Exercise.* ‘Win-Win’ Classroom Exercise – Importance of Creative Search for Win-Win Final Deal
  - Negotiation Principles – with ad hoc contributions from students taking negotiation class(es)
  - Negotiation Planning Worksheets – *Team Assignment During Class & Prior to Next Class*

##### Post Class Assignments & Prep for Next Class:

- Refine *Assignment #8*. Reflecting learning from financial vision building dialogs in class, develop (or refine) *Financial Vision Building Dialog* for your project – put synthesis of this dialog in Dropbox of team captain by 5 PM, the evening before next class
- *Assignment #9*. Part 9 – Negotiating the Final Agreement
  - Prepare / Refine Negotiation Planning Worksheets for your team’s project
  - Prepare Negotiation Dialog for your team’s project (flowing directly from your worksheets)
- Submit completed assignment to your captain’s Dropbox by 5 PM, the evening before next class

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### Th., 11/23-11/26: Thanksgiving Break

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## WEEK 6

**This Week: Parts 10 & 11 – (10) Negotiating the Final Agreement, cont. and (11) Sales Management Tools (Productivity Aids) in Solution Selling System**

**10. T, 11/28 Part 10 – Mock Negotiation Exercises & (Part 11) Intro to Sales Management Tools**

In Class Topics:

- Review Selected Teams' Negotiation Planning Worksheets
- *Mock Negotiations*, with Professor & fellow students acting as Key Players in customer company
- Intro to Part 11 – Sales Management Tools (Productivity Aids) in Solution Selling – includes preliminary and in class problem solving exercises
  - Monitoring & Leveraging Sales Successes
  - Sales Management in Solution Selling System Intro to Sales Management Tools
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  - Pipeline Analysis Problem / Example Reviewed – Solve for next class

Post Class Assignments & Prep for Next Class:

- Assignment #10. Adjust Your Team's Negotiation Planning Worksheets & your team's Negotiation Dialog file for your final presentation – reflecting in class negotiations & related discussion
- Assignment #11a. Solve Pipeline Analysis Problem posed in class – *this is an individual exercise*
- Submit adjusted negotiation worksheets & related dialog to your captain's Dropbox by 5 PM, the evening before next class. Put your individual Pipeline Analysis solution in your individual dropboxes

**11. Th, 11/30 Part 11 – Sales Management Tools (Productivity Aids) in Solution Selling System, cont.**

In Class Topics:

- Part 11 – Sales Management Tools, cont.
  - Continued discussion of Sales Management Tools
  - Review Individual Solutions to Assignment 11a – 1<sup>st</sup> pipeline analysis problem
- Second Pipeline Analysis Exercise – *Team Assignment During Class & Prior to Next Class*. Develop hypothetical Pipeline Analysis worksheet for your team (format, template & examples are provided – with *jumpstart in class*).
- Additional sales management tools & 'coaching'

Post Class Assignments & Prep for Next Class:

- Assignment #11b. Pipeline Analysis Application / Example. Given assumptions inherent in your assumed pipeline data, calculate alternative ways to meet your sales goals (as a sales manager for 8 to 12 sales professionals)
- Submit completed assignment to your captain's Dropbox by 5 pm, the evening before next class

**Key Project Date: Heads-up for Next Week - Final Top-to-Bottom Presentations Are Next Week**

**WEEK 7**

**This Week: Part 12 – Ethics in Marketing B2B Solutions & Final 'Top-to-Bottom Presentations'**

**12. T, 12/5 Part 12 – Ethics in Marketing B2B Solutions & Set Up & Review Related Requirements for Final 'Top-to-Bottom' Presentations**

In Class Topics:

- Review Assignment #11 – Selected Pipeline Analysis Team Examples
- Part 12 – Ethics in Marketing B2B Solutions – Case Discussions
- Set Up / Confirm the schedule for all Final Team Presentations
  - Review Guidelines for the Final ‘Top-to-Bottom’ Presentations
  - Review Video of a previous Final ‘Top-to-Bottom’ Presentation

Post Class Assignments & Prep for Next Class:

- Work on your Top to Bottom Final Presentation & related PPT deck

**13. W, 12/6 Final Top-to-Bottom Presentations & Refinement of Final Project PPT Deck**  
**[This Wednesday class will be held at the regular class time and is the Thanksgiving Thursday Makeup Day for T/Th classes]**

- *Final Top-to-Bottom Presentations, Constructive Critiques & Related Discussions*
- *Final Project Refinements.* Within 3 days (72 hours) after your final presentation, please submit to your captain’s Dropbox the final refined version of your project file(s). To ensure that the professor gives your team full credit for final refinements made, please provide a *detailed list* of all final changes on the 1<sup>st</sup> several slides of your PPT Deck. Also, please e-Mail the professor with that same detailed list of refinements at same time as you submit your team’s final, refined file(s) in your team captain’s Dropbox.

**Th, 12/7 Study Day, as indicated on MBA class schedule**

**WEEK 8 Final Exam**

**T, 12/12 Final Exam, as indicated on MBA class schedule – time is to be scheduled**