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| Instructor | Ben Bentzin |
| E-Mail | ben.bentzin@mcombs.utexas.edu |
| Phone | +1-512-750-9253 |
| Office | CBA 6.216 (6th floor of CBA North, top of the down escalator) |
| Office Hours | by appointment, scheduled online: https://calendly.com/ben-bentzin/15min-office-hours |
| Classroom | UTC 3.110 |
| Lecture Times | Tuesday/Thursday, 12:30pm-1:45pm |
| Teaching Assistant | Max Alberhasky, Maxwell.Alberhasky@mcombs.utexas.edu , 319-400-3306 |

Course Objectives

Business-to-business (B2B) and business-to-government sales represent roughly 60% of total US economic output. A substantial percentage of McCombs graduates accept employment after graduation in entities that market their products to business and government customers. This course focuses on the skills students need to understand the unique needs of business customers and succeed in marketing and management roles within B2B businesses. Case studies and guest lecturers focus on B2B marketing skills including: organizational buying and selling models; launching B2B products and services; pricing a product line; sales management and support; managing distribution partners; and social media for B2B promotion.

Materials

Course Assignments and Schedule: A tentative course schedule is included below. The final course schedule will be posted through modules on Canvas. Readings can be found in the course pack which you will purchase; UT Library online; online; and posted to Canvas. See the readings key following the class schedule for instructions about how to access each source.

Required: Please purchase the digital course packet from HBS publishing using the link in the assignment on Canvas.

Everyone must purchase their own copy of the packet. Please do not share copies of the packet as this is a violation of the author's copyright and you must have your license for the material. You will not receive exercise scores if you are not licensed for the materials on which those exercises are based.

Required: Purchase a license to the ForClass learning management system by clicking through the link in the assignment on Canvas.

Other Materials: Other materials, such as study questions for case studies, grading sheets, and lecture slides are available on Canvas.

Lecture Notes: The complete PowerPoint slides for the lectures will be posted to the class session module on Canvas after each class.

Additional handouts and readings will be assigned during the semester.

For Further Learning: Additional books which will enhance your understanding of marketing and business. We will integrate concepts from some of these books into this course.

- Calkins, Tim, **Breakthrough Marketing Plans: How to Stop Wasting Time and Start Driving Growth 2nd ed.**, Palgrave Macmillan, 2012.
- Christensen, Clayton M., **The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail**, Harvard Business School Press, 1997.
- Ericsson, Anders and Pool, Robert, **Peak: Secrets from the New Science of Expertise**, Houghton Mifflin Harcourt, 2016.
- Fader, Peter, **Customer Centricity: Focus on the Right Customers for Strategic Advantage**, Wharton Digital Press, 2012.
- Kim, W. Chan and Mauborgne, Renée, **Blue Ocean Strategy. Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant**, Harvard Business School Press, revised 2015.
- Levitt, Stephen D. and Dubner, Stephen J., **Freakonomics: A Rouge Economist Explores the Hidden Side of Everything**, HarperCollins, 2005. (Highly recommend the weekly Freakonomics podcast <http://freakonomics.com/>)
- Lewis, Michael, **The Undoing Project: A Friendship That Changed Our Minds**, W. W. Norton & Company, 2016.
- Moore, Geoffrey A., **Crossing the Chasm, 3rd Edition: Marketing and Selling Disruptive Products to Mainstream Customers**, Harper Business, 2014.
- Tetlock, Philip and Gardner, Dan, **Superforecasting: The Art and Science of Prediction**, Crown, 2015.
- Thiel, Peter, **Zero to One: Notes on Startups, or How to Build the Future**, Crown Business, 2014.

Assessment

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| Class Contribution: including quality of in-class contribution and contribution through Canvas Discussions | 15% |
| Field Value Assessments project | 35% |
| Case Briefs: 2 @ 10% each | 20% |
| Exercises | 30% |
| | 100% |

Course grading will be plus/minus and will be curved to roughly achieve McCombs target for undergraduate elective courses, A 15% (4.0); A- 20% (3.67); B+ 25% (3.33); B 35% (3.0); B- and lower 5% (2.67). This course uses the target distribution as a guideline for establishing final grades by ranking total scores within the class. There is no predetermined letter-grade distribution. The class's overall performance will determine score cut-offs for letter grades. You must earn a minimum of 70% of the total points for the course to receive a passing grade. Any assignments submitted after the due date/time will receive a score of zero.

ATTENDANCE

Your attendance for each class session is important because this course is experiential and discussion-based with significant student interaction in class which cannot be replicated outside of class. As a result, this course has a less flexible attendance policy. You must be present for more than half the class session to be counted as present. Each missed class session will impact your class participation score, but you can use the class discussion board to make up a missed class, see below. It is not necessary to notify your instructor when you will miss a class session. **If you miss seven or more class sessions for any reason, you will not receive credit for this course.**

Students missing class or assignments due to a personal emergency must register their situation with UT's [Student Emergency Services](#) prior to receiving any accommodation.

All class sessions, both in-person and online, will be synchronous classes where the entire class meets together at the same time. If you take the course online only you will still need to attend on screen and participate to be counted as present.

CLASS CONTRIBUTION (20%)

Your individual contribution will be evaluated by the instructor based on your participation during class discussions and instructor meetings.

Some of general criteria for evaluating effective class contribution during class discussions include but are not limited to the following:

- Does the student make *quality* points? Note that your grade will not be a function solely of the amount of airtime you consume. Concise and insightful comments backed by analysis are required for higher scores.
- Does the student participate? For others to learn from your experience, you *must* participate - which means actively offering your insights and constructive criticism.

The elements considered in scoring class contribution are: Do your comments indicate that you prepared the materials for the day? In a case discussion, do you go beyond repetition of case facts to analysis and recommendations? Do your comments and questions show evidence of assimilating and integrating what has been covered in the course so far? Are you a good listener – do you listen to what others are saying and contribute constructively to enhancing the discussion? Do you make insightful comments or ask thought-provoking questions? Have you contributed to the learning in the room? **Raising your hand will be recognized as class contribution, even if in the flow of the conversation you are not called upon.**

If you do not feel adequately prepared to participate in the discussion and do not want to be called upon, please let me know at the beginning of the class. Likewise, if you prefer to not be called on at all during the semester except when you raise your hand, notify your instructor by email requesting an accommodation.

At the end of the course you will have the opportunity to provide feedback on your own class contribution and that of your classmates.

Canvas Discussion Board Contribution: You may feel that you had an important comment that you were not able to bring up in class may or you may need to miss a class because of interviewing or other obligations. You can earn partial class contribution credit for sharing your ideas/discussing the topic on the Discussion Board.

The thread for this discussion will be titled "Session # Additional Discussion". The instructions in the thread are:

This discussion thread has two purposes:

1) it can be used by students who miss a class session. If you miss class, you can receive contribution credit for the day by discussing, in some depth, what you saw as key concepts from the lecture/readings/case discussion that you missed and perhaps bring in additional material from another article you have found that addresses similar content.

2) it can be used by students who were in class but would like to add to the discussion. For example, you may feel that you had an important comment that you were not able to bring up in class. In this case, you can earn up to an additional contribution credit for the session.

Note that to receive credit, your contributions must be completed before the start of the following class.

FIELD VALUE ASSESSMENTS (FVA) PROJECT (30%)

Each student will complete an individual field value assessments project to assess the needs of at least four customers in a business-to-business product or service category. Project details will be available on Canvas.

Tentative deadlines for the Field Value Assessments project:

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| Mon 9/14 | Step 1 Select target market/company/value elements (10%) |
| Mon, 9/21 | Step 2 Preliminary customer discussion guide |
| Thu, 9/24 | Step 2 Peer review of discussion guide (5%) |
| Thu, 10/1 | Step 2 Final customer discussion guide (15%) |
| Sat, 10/17 | Step 3 Customer interviews complete |
| Thu, 10/22 | Step 4 Customer personas and buying process based on interviews (25%) |
| Thu, 10/29 | Step 4 Peer review of customer personas and buying process (5%) |
| Thu, 11/5 | Step 5 Submit sales tools with revised customer personas and buying process (35%) |
| Tue, 11/16 | Step 5 Peer ranking of personas and sales tools (5%) |

CASE BRIEFS (20%)

Each student will prepare two individual case reports for each of the two cases indicated "Individual Case" in the schedule below. Scoring for each individual case report is based 40% on your preliminary case brief, 10% on the quality of your review of your peer's case briefs and 50% on your revised final case brief. You will receive student feedback and instructor scoring on your preliminary case submission.

Tentative Case Brief Schedule

Case Brief 1

Preliminary due: 8am Monday, 9/21
Peer review feedback due: 8am Tuesday, 9/29
Final due: 8am Tuesday, 10/6

Case Brief 2

Preliminary due: 8am Monday, 11/2
Peer review feedback due: 8am Tuesday, 11/10
Final due: 8am Tuesday, 11/17

EXERCISES (30%)

Once or twice per week each student will complete and submit an exercise.

For each assignment, you will be required to submit responses online through Canvas and/or using the web link in the exercise. You must save a copy of your exercise submissions and bring a printed copy to class along with any readings and cases assigned for the class session.

Each exercise will be worth up to 10 points. Since the purpose of the exercises is to give you an opportunity to consider concepts, grading of the exercises will be gentle. If you show that you have made a reasonable attempt at the assignment you will receive at least 7 points. Scores above 7 points are reserved for exercise submission that show exceptional keenness on a given assignment (for example: exceptional accuracy, completeness, or thoughtful analysis, depending on the assignment).

For input into calculating your final grade, we will drop your lowest two exercise scores. This gives students flexibility should they happen to miss an assignment due to external constraints or demands.

FINAL EXAMINATION

There is no final examination in this course.

NO LATE ASSIGNMENTS ACCEPTED

No submissions will be accepted after the due date/time for any assignment. Assignments usually have some sequential follow on activity such as discussion in class or peer reviews. Deadlines are set for the last possible date for submission to accommodate the subsequent activity. Assignments are almost always due at 8am on the assignment deadline date. Students are urged to consider setting their own deadline two days prior to the assignment deadline to provide buffer time to deal with the unexpected.

REQUESTS FOR SCORING REVIEW

After receiving a score for anything in the course, you have 7 calendar days after the score is posted on Canvas to email a written request for review of the score to the instructor. Your request for scoring review must include your original submission and a detailed explanation as to specifically what you would like reviewed and why it should be reviewed. Scoring reviews may result in an increase or decrease in your score or no change. Any grade review pertaining to a team score must be submitted by the team based on consensus within the team and any score increase or decrease based on a review of a team score will apply to all team members.

PLAGIARISM DETECTION TOOL

Students should be aware that some assignments may be submitted through a plagiarism detection tool such as Turnitin.com. Turnitin is a software resource intended to address plagiarism and improper citation. The software works by cross referencing submitted materials with an archived database of journals, essays, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of the paper. This software is not intended to replace or substitute for the faculty member's judgement regarding detection of plagiarism.

NO LAPTOP COMPUTERS IN CLASS (applies to in-person classes only)

No open laptop computers will be permitted during our class other than times when, as part of a class activity, we specifically request use of a computing device. You are welcome to use iPads, tablets, smartphones, and any device that lays flat on the table during class, but no laptop computers or other devices with a screen that rises above the desktop. This policy is based on a body of research showing that students have a better learning experience and higher satisfaction when they don't use laptop computers in class. Please contact your instructor to request an accommodation if you have a unique situation which requires use of a laptop in class.

Instructor Bio

Ben Bentzin is a Lecturer in Marketing at the University of Texas at Austin McCombs School of Business and marketing practitioner as co-founder/CEO of Interactive Health Technologies, LLC, www.ihtusa.com, an Austin company using digital technology to empower primary, secondary, and university students to self-manage their health and wellness. In his previous ten-year career as a Dell Inc. executive, Ben Bentzin had various responsibilities for marketing, product development and e-commerce, including heading marketing for Dell's consumer/small business division, product marketing for Dell Dimension and Dell Latitude brand computers, and development of business to business e-commerce.

Ben currently serves as President of the Board of Trustees of The Austin Symphony Orchestra and the Board of Visitors of the UT McDonald Observatory. Ben's past volunteer roles have included adult leadership for Boy Scout Troop 990 and serving on the boards of Austin public radio stations KUT/KUTX, Ballet Austin, president of the Travis County Center for Child Protection, chairman of the board of the Long Center for the Performing Arts and campaign Chairman for the United Way of the Capital Area.

Ben Bentzin holds an M.B.A in marketing and strategic management from the Wharton School at the University of Pennsylvania and a B.S. in Finance from Arizona State University.

Tentative Class Schedule

This is a *tentative* class schedule. Use the modules in Canvas for readings and assignment deadlines as Canvas will be updated, but not this schedule. A key to the readings follows this schedule.

| Class / Date | Learning Objectives | Readings | Exercises |
|------------------------|---|---|------------|
| Class 1 - Thu, 8/27 | B2B overview <ul style="list-style-type: none"> · Introduce concept of B2B marketing · Why focus on B2B Marketing? · Discuss class details | <ul style="list-style-type: none"> · <u>Canvas</u>: Course Syllabus · <u>Online</u>: B2B Marketing: What Makes It Special?; https://www.b2binternational.com/publications/b2b-marketing/ | Exercise 1 |
| Class 2 - Tue, 9/1 | Introduction to B2B Marketing | <ul style="list-style-type: none"> · <u>CP</u>: Marketing Reading: Business-To-Business Marketing; Frank V. Cespedes, Das Narayandas; Feb 26, 2014; HBP Product #: 8145-HTM-ENG | |
| Class 3 - Thu, 9/3 | Introduction to B2B Marketing | <ul style="list-style-type: none"> · <u>Online</u>: Michael Roth, "Hit by COVID-19, United Rentals Drops 16.2 Percent in Second Quarter Rental Revenue," <i>Rental Equipment Register</i>, July 29, 2020. https://www.rermag.com/rental-news/article/21137930/hit-by-covid19-united-rentals-drops-162-percent-in-second-quarter-rental-revenue · <u>Online</u>: Jeff Winters, "How to Keep Closing B2B Deals During the Pandemic," <i>Harvard Business Review</i>, July 28, 2020. https://hbr.org/2020/07/how-to-keep-closing-b2b-deals-during-the-pandemic · <u>Online</u>: Minti Ray, et al, "A post-COVID-19 commercial-recovery strategy for B2B companies," <i>McKinsey Insights</i>, July 2020. https://www.mckinsey.com/industries/advanced-electronics/our-insights/a-post-covid-19-commercial-recovery-strategy-for-b2b-companies · <u>Online</u>: Liz Harrison, et al, "How B2B sales have changed during COVID-19," <i>McKinsey Insights</i>, July 2020. https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/how-b2b-sales-have-changed-during-covid-19 | Exercise 2 |

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| Class 4 - Tue, 9/8 | Assessing Customer Needs | <ul style="list-style-type: none"> • <u>CP</u>: <i>Business Marketing; Understand What Customers Value</i>; James C. Anderson, James A. Narus; Nov 1, 1998; HBP Product #: 98601-PDF-ENG • <u>Online</u>: David Court, et al, "The consumer decision journey," <i>McKinsey Insights</i>, June 2009. https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/the-consumer-decision-journey • <u>Online</u>: TV Bonoma, "Major sales: Who really does the buying?" <i>Harvard Business Review</i>, 84, 7/8, pp. 172-180 (2006) https://hbr.org/2006/07/major-sales-who-really-does-the-buying | |
| Class 5 - Thu, 9/10 | Assessing Customer Needs | <ul style="list-style-type: none"> • <u>Online</u>: Philip M. Anderson & Sherie Ann Sherman, Applying the Fermi Estimation Technique to Business Problems, <i>The Journal of Applied Business and Economics</i>, Vol. 10, Issue 5 (2010) http://t.www.na-businesspress.com/IABE/Iabe105/AndersonWeb.pdf <p>Additional readings:</p> <ul style="list-style-type: none"> • <u>Online</u>: TEDEd-A clever way to estimate enormous numbers https://ed.ted.com/lessons/michael-mitchell-a-clever-way-to-estimate-enormous-numbers | Exercise 3 |
| Class 6 - Tue, 9/15 | Segmenting Business Customers | <ul style="list-style-type: none"> • <u>CP</u>: <i>Customer Segmentation in Business-To-Business Markets</i>; Robert E. Spekman, Joshua Stein; Mar 18, 2011; HBP Product #: UV5749-PDF-ENG. • <u>Online</u>: Page Laubheimer, "Personas vs. Jobs-to-Be-Done," <i>Nielsen Norman Group</i>, August 6, 2017. https://www.nngroup.com/articles/personas-jobs-be-done/ • <u>Canvas</u>: Creating Your Ideal Customer Persona <p>Additional readings:</p> <ul style="list-style-type: none"> • <u>Online</u>: Aaron Beashel, "The Complete, Actionable Guide to Marketing Personas + Free Templates," Buffer Library. https://buffer.com/library/marketing-personas-beginners-guide/ | Exercise 4 |

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| Class 7 - Thu, 9/17 | Successful Customer Interviews | <ul style="list-style-type: none"> • <u>Online</u>: Jake Henderson, "Using Customer Interviews to Capture Deep Insights," <i>Ladder Blog</i>; December 8, 2016. https://blog.ladder.io/customer-interviews/ • <u>Online</u>: Phin Barnes, "Customer Interviews (a VC point of view)," <i>sneakerheadVC</i>, November 7, 2016. https://sneakerheadvc.com/customer-interviews-a-vc-point-of-view-101ebd122f44 • <u>Online</u>: Graham Kenny, "Customer Surveys Are No Substitute for Actually Talking to Customers" <i>Harvard Business Review</i>, January 17, 2019. https://hbr.org/2019/01/customers-surveys-are-no-substitute-for-actually-talking-to-customers • <u>Canvas</u>: FVA step 2 preliminary customer discussion guide | Case Brief 1- preliminary submission |
| Class 8 - Tue, 9/22 | Guest speaker | <ul style="list-style-type: none"> • <u>Online</u>: any readings will be posted to Canvas | submit two questions you could ask the speaker and bring your questions to class |
| Class 9 - Thu, 9/24 | Building a B2B Brand | <ul style="list-style-type: none"> • <u>CP</u>: James C. Anderson, James A. Narus, Wouter Van Rossum, "Customer Value Propositions in Business Markets," <i>Harvard Business Review</i>, Mar 1, 2006; HBP Product: R0603F-PDF-EN • <u>Online</u>: Hidden Wealth in B2B Brands; James R. Gregory, Donald E. Sexton; <i>Harvard Business Review</i>; Mar 1, 2007. https://hbr.org/2007/03/hidden-wealth-in-b2b-brands | |
| Class 10 - Tue, 9/29 | Relationship Selling Model | <ul style="list-style-type: none"> • <u>CP</u>: Case: Aditya Billore, "Farm Electronics: The Business-to-Business Marketing Dilemma," HBP No. W20032-PDF-ENG (2020) • <u>Online</u>: TV Bonoma, "Major sales: Who really does the buying?" <i>Harvard Business Review</i>, 84, 7/8, pp. 172-180 (2006) https://hbr.org/2006/07/major-sales-who-really-does-the-buying • Review-<u>CP</u>: <i>Customer Segmentation in Business-To-Business Markets</i>; Robert E. Spekman, Joshua Stein; Mar 18, 2011; HBP Product #: UV5749-PDF-ENG. | Exercise 5 |

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| Class 11 - Thu, 10/1 | Relationship Selling Model | <ul style="list-style-type: none"> • <u>Online</u>: Nicholas Toman, Brent Adamson, & Cristina Gomez, "The New Sales Imperative," <i>Harvard Business Review</i>, 95, 2, pp. 118-125, March, 2017. https://hbr.org/2017/03/the-new-sales-imperative • <u>Online</u>: Wong, Danny. "The Profile of a Modern B2B Customer and What It Means for You." <i>Entrepreneur</i>, December 16,, 2016. www.entrepreneur.com/article/286575 • <u>Online</u>: Tim Colter et al, "What the future science of B2B sales growth looks like," <i>McKinsey & Company, Marketing & Sales</i>, January 2018 https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/what-the-future-science-of-b2b-sales-growth-looks-like <p>Additional readings:</p> <ul style="list-style-type: none"> • <u>Online</u>: Hannah Grove et al, "Selling Solutions Isn't Enough," <i>Sloan Management Review</i>, August 1, 2018. https://buffer.com/library/marketing-personas-beginners-guide/ | |
| Class 12 - Tue, 10/6 | Individual Case | <ul style="list-style-type: none"> • <u>CP</u>: Case: <i>Sealed Air Corporation-Deciding the Fate of VTID</i>; Elie Ofek; Jul 2, 2012; HBP Product: 512029-PDF-ENG | Individual Written Case Brief 1-final submission |
| Class 13 - Thu, 10/8 | Guest speaker | <ul style="list-style-type: none"> • <u>Online</u>: any readings will be posted on Canvas | submit two questions you could ask the speaker and bring your questions to class |

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| Class 14 - Tue, 10/13 | Sales Tools and Communication | <ul style="list-style-type: none"> • <u>Online</u>: The Ad Grid: How to Build Traffic Campaigns that Convert Higher and Scale Faster https://www.digitalmarketer.com/blog/build-traffic-campaigns/ • <u>Online</u>: <i>How B2B companies talk past their customers</i>; Tark Freund, Philipp Hillenbrand, and Sascha Lehmann, McKinsey Quarterly; October 2013 http://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/how-b2b-companies-talk-past-their-customers • <u>Online</u>: A B2B Campaign Designed for Adventure; Direct Marketing News; https://www.dmnews.com/channel-marketing/direct-mail/news/13055474/a-b2b-campaign-designed-for-adventure <p>Additional readings:</p> <ul style="list-style-type: none"> • <u>Podcast</u>: Episode 33: The Ad Grid: How to Build Campaigns that Convert and Scale https://www.digitalmarketer.com/podcast/perpetual-traffic/the-ad-grid/ | Exercise 6 |
| Class 15 - Thu, 10/15 | Sales Tools and Communication | <ul style="list-style-type: none"> • <u>CP</u>: Case: <i>Youpostit! Communicating the Value of a New Business</i>; Michael Sider; Daniel Samosh; Apr 13, 2012; HBP Product #: W12876-PDF-ENG • <u>Online</u>: 7 Tips for Getting More Responses to Your Emails (With Data!) http://blog.boomerangapp.com/2016/02/7-tips-for-getting-more-responses-to-your-emails-with-data/ | Exercise 7 |
| Class 16 - Tue, 10/20 | B2B Marketing Communications | <ul style="list-style-type: none"> • <u>CP</u>: Case: <i>TRSB (B): 360° Marketing and Communications for a World-Class Translation Company</i>; Normand Turgeon, Alexis Lavoie, and Julien Bergeron St-Onge; June 2017; HBP Product: HEC167-PDF-ENG • <u>Online</u>: The Ad Grid: How to Build Traffic Campaigns that Convert Higher and Scale Faster https://www.digitalmarketer.com/blog/build-traffic-campaigns/ | Exercise 8 |
| Class 17 - Thu, 10/22 | Field Value Assessments project | | Field Value Assessments project: personas and buying process |

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| Class 18 - Tue, 10/27 | Content Marketing | <ul style="list-style-type: none"> • <u>Online</u>: <i>Harvard Business Review</i>, How B2B Sales Can Benefit from Social Selling, Nov 2016; https://hbr.org/2016/11/84-of-b2b-sales-start-with-a-referral-not-a-salesperson • <u>Online</u>: Danny Wong, "The Profile of a Modern B2B Customer and What It Means for You," <i>Entrepreneur</i>, December 16, 2016 https://www.entrepreneur.com/article/286575 • <u>Online</u>: Lisa Murton Beets, <i>Content Marketing Institute</i>, 2019 B2B Content Marketing Research: It Pays to Put Audience First, October 10, 2018. https://contentmarketinginstitute.com/2018/10/research-b2b-audience/ <p>Additional readings:</p> <ul style="list-style-type: none"> • <u>Online</u>: Diba, H., Vella, J.M. and Abratt, R., "Social media influence on the B2B buying process", <i>Journal of Business & Industrial Marketing</i>, Vol. 34 No. 7, pp. 1482-1496, August 5, 2019. https://www-emerald-com.ezproxy.lib.utexas.edu/insight/content/doi/10.1108/JBIM-12-2018-0403/full/html | |
| Class 19 - Thu, 10/29 | Setting a price | <ul style="list-style-type: none"> • <u>CP</u>: Dolan R & Gourville J (2005). <i>Principles of Pricing</i>. HBP: 506021-PDF-ENG • <u>Online</u>: Michael V. Marni, Eric V. Roegner, and Craig C. Zawada, "Pricing new products," <i>McKinsey Quarterly</i> - August 2003. https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/pricing-new-products | Exercise 9 |
| Class 20 - Tue, 11/3 | Guest speaker | <ul style="list-style-type: none"> • <u>Online</u>: any readings will be posted on Canvas | <p>submit two questions you could ask the speaker and bring your questions to class</p> <p>Individual Case Brief 2-preliminary submission</p> |
| Class 21 - Thu, 11/5 | Product Distribution and Channel Development | <ul style="list-style-type: none"> • <u>CP</u>: Case: <i>In A Bind: Peak Sealing Technologies' Product Line Extension Dilemma</i>; Robert J. Dolan; Heather Beckham; Jan 28, 2014; HBP Product #: 914533-PDF-ENG • <u>CP</u>: Dolan, R.J. (2000), <i>Going to Market</i>, (9-599-078) | Exercise 10 |

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| Class 22 - Tue, 11/10 | Field Value Assessments project | | Field Value Assessments project: develop sales tools |
| Class 23 - Thu, 11/12 | B2B Marketing Technology | • <u>CP</u> : Case: Jill Avery, Thomas Steenburgh, <i>HubSpot and Motion AI: Chatbot-Enabled CRM</i> , October 22, 2019; HBP Product: 518067-PDF-ENG | Exercise 11 |
| Class 24 - Tue, 11/17 | Individual Case | • <u>CP</u> : <i>SafeBlend Fracturing</i> ; Benson P. Shapiro, Frank V. Cespedes, Alisa Zalosh; Sep 23, 2013; HBP Product #: 914513-PDF-ENG | Individual Case Brief 2-final submission |
| Class 25 - Thu, 11/19 | Guest speaker | • <u>Online</u> : any readings will be posted on Canvas | |
| Class 26 - Tue, 11/24 | Guest speaker | • <u>Online</u> : any readings will be posted on Canvas | submit two questions you could ask the speaker and bring your questions to class |
| Class 27 - Tue, 12/1 | Trends in B2B marketing • Apply concepts studied in course to trends/topics found in current media | • Find an article that you find interesting about any topics related to B2B marketing • Write up the title and citation and include a link to the full text of the article. • Include a brief description of the article • Include a statement about how it fits into the course | Exercise 12 Be prepared to talk briefly about your article in a small group in class. Bring your write-up with you. |
| Class 28 - Thu, 12/3 | Review concepts from the course | | Exercise 13 |

Readings key:

- Canvas: Found in a module on Canvas
- CP: Found in your coursepack (some of these course pack readings are also available online, see "UT Libraries" below)
- Online: Click through the URL listed with the reading, if the URL doesn't work you can also Google the title of the reading (if you find that you are blocked from accessing a reading online, try accessing the link with your web browser in privacy/incognito mode)
- WSJ: Wall Street Journal, subscription required, if you don't have a Wall Street Journal subscription, enter the title of the reading into the Google search bar, clicking through the link in the Google results will give you free access to the reading, or search on the article title in UT Libraries (see below)
- UT Libraries: Enter the title of the reading into the "Articles & More" search box found on the UT Libraries website <http://www.lib.utexas.edu>, after entering your EID and password depending on the source you will either be able to read online or download a PDF

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community.

You should treat the classroom as you would a corporate boardroom.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students are fully prepared for each class.** Much of the learning in the McCombs program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Technology is used to enhance the class experience.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of technology in class. Faculty will let you know when it is appropriate.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Important Notifications

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://diversity.utexas.edu/disability/>.

Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Notification Regarding BBA Recruiting Conflicts

Conflicts occasionally arise between classes and the search for employment. We understand how important the job search process is to you, and McCombs provides many resources in support of career exploration and search. However, UT is first and foremost an educational institution and your BBA degree will be the credential that certifies your education. As such, education will take precedent whenever such a conflict arises.

All companies that recruit at McCombs are informed of this fact. Should a conflict arise, we recommend the following steps:

- Check the syllabus to see if an exception is provided that would allow you to satisfy class obligations while still attending the job event (e.g., you may miss a certain number of classes without penalty, dropping your lowest exercise score, etc.).
- Note that a job-related conflict, whether a current job or a potential one, is usually not an acceptable reason for missing an exam or taking a make-up, and may not be acceptable in other circumstances either. If any doubt exists, check with your professor.
- If no exception is provided, inform the company that an academic conflict exists and request an accommodation.
- If no accommodation is provided, contact BBA Career Services and request their assistance in resolving the situation.

Note that while we do have influence with the companies that recruit at McCombs, not all conflicts can be resolved, and we have little or no influence with companies that do not recruit through the Recruit McCombs system.

Finally, be aware that it is not unreasonable for an employer to expect you to go to some lengths to show your interest in them. In a recent example, several students completed an exam at 9 pm and were expected to attend an on-site interview in Houston the next morning at 8 am. A 5:30 am flight from Austin was available and the students were expected to be on it. This is reasonable, and if you think it is unfair, you probably need to reconsider what you believe are the reasonable expectations of a good job and career in business.

Campus Safety

Please note the following key recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, More info at: <https://preparedness.utexas.edu/>:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and

assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050 (or <https://operations.utexas.edu/units/csas/bcal.php>).
- Further information regarding emergency evacuation routes and emergency procedures can be found at: <http://www.utexas.edu/emergency>.

Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

COVID-19 Updates: Fall 2020 Semester

Safety and Class Participation/Masks:

For every face-to-face class experience, we will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, this means that all students are required to follow two important rules.

- **Every student must wear a cloth face covering properly in class and in all campus buildings at all times.**
- **Every student must engage in documented daily symptom screening.** This means that each class day in which on campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.

If a student is not wearing a cloth face covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](https://orientation.utexas.edu/students-with-disabilities) (<https://orientation.utexas.edu/students-with-disabilities>)

Sharing of Course Materials is Prohibited:

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Getting Help with Zoom

Students needing help with Zoom should refer to the McCombs Student Instructional Wiki for a set of comprehensive instructions. All McCombs Canvas course pages have this link on the left menu bar for quick and easy reference.

UT Zoom Account

All students must use a UT Zoom account in order to participate in classes, office hours, and any UT affiliated events. For detailed instructions on how to sign up for a UT Zoom account, see Getting Started with Zoom. You will be denied access to Zoom sessions if you attempt to access without a valid UT account.

Zoom Etiquette

Because there will be so many people on these Zoom meetings, here are some best practices for making sure we are working together to create an efficient, effective, respectful, and ultimately enjoyable

classroom!

- Keep your video on at all times.
- Be mindful of your surroundings when on camera to minimize distractions.
- Avoid display of inappropriate materials or expressions, either visual, textual, or otherwise. Such displays may be subject to disciplinary action.
- Turn your camera off when leaving the meeting temporarily and use the away feedback icon.
- Include a professional photo of yourself for your Zoom profile picture. This photo will be visible during class sessions, if you keep your video off.
- Mute yourself unless you are speaking. This will reduce background or feedback noise and limit distractions.
- Pose questions or comments by using the “raise” your hand feature or typing in the chat window. Try to keep questions and comments brief, especially in large classes.
- Turn off your video if the video or audio is choppy. After the class or meeting, try these [Internet Connection Tips](#).
- Use the most reliable WIFI you can access. If you are experiencing problems with your internet connection, here are some [Internet Connection Tips](#).

For more information, please see [Zoom Etiquette](#).

The following pages provide specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask me any questions you might have.

The Standard of Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801, *Institutional Rules on Student Services and Activities*](#)). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to [Chapter 11](#) of the *Institutional Rules on Student Services and Activities*.

What is Scholastic Dishonesty?

In promoting a high standard of academic integrity, the University broadly defines scholastic dishonesty—basically, all conduct that violates this standard, including *any act designed to give an unfair or undeserved academic advantage*, such as:

- Cheating
- Plagiarism
- Unauthorized Collaboration
- Collusion
- Falsifying Academic Records
- Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)

Several types of scholastic dishonesty—[unauthorized collaboration](#), [plagiarism](#), and [multiple submissions](#)—are discussed in more detail on this Web site to correct common misperceptions about these particular offenses and suggest ways to avoid committing them.

For the University's official definition of scholastic dishonesty, see [Section 11-802, *Institutional Rules on Student Services and Activities*](#).

Unauthorized Collaboration

If you work with another person on an assignment for credit *without the instructor's permission to do so*, you are engaging in unauthorized collaboration.

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.
- For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections [11-802\(c\)\(6\)](#) & [11-802\(e\)](#), *Institutional Rules on Student Services and Activities*.

Some students mistakenly assume that they can work together on an assignment as long as the instructor has not expressly prohibited collaborative efforts.

- Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is *not* permitted unless the instructor specifically approves of any such collaboration.

Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment "helped them learn better."

- The instructor—not the student—determines the purpose of a particular assignment *and* the acceptable method for completing it. Unless working together on an assignment has been specifically authorized, always assume it is not allowed.
- Many educators do value group assignments and other collaborative efforts, recognizing their potential for developing and enhancing specific learning skills. And course requirements in some classes do consist primarily of group assignments. But the expectation of individual work is the prevailing norm in many classes, consistent with the presumption of original work that remains a fundamental tenet of scholarship in the American educational system.

Some students incorrectly assume that the degree of any permissible collaboration is basically the same for all classes.

- The extent of any permissible collaboration can vary widely from one class to the next, even from one project to the next within the same class.
- Be sure to distinguish between collaboration that is authorized for a particular assignment *and* unauthorized collaboration that is undertaken for the sake of expedience or convenience to benefit you and/or another student. By failing to make this key distinction, you are much more likely to engage in unauthorized collaboration. To avoid any such outcome, always seek clarification from the instructor.

Unauthorized collaboration can also occur in conjunction with group projects.

- How so? If the degree or type of collaboration exceeds the parameters expressly approved by the instructor. An instructor may allow (or even expect) students to work together on one stage of a group project but require independent work on other phases. Any such distinctions should be strictly observed.

Providing another student unauthorized assistance on an assignment is also a violation, even without the prospect of benefiting yourself.

- If an instructor did not authorize students to work together on a particular assignment *and* you help a student complete that assignment, you are providing unauthorized assistance and, in effect, facilitating an act of academic dishonesty. Equally important, you can be held accountable for doing so.

- For similar reasons, you should not allow another student access to your drafted or completed assignments unless the instructor has permitted those materials to be shared in that manner.

Plagiarism

Plagiarism is another serious violation of academic integrity. In simplest terms, this occurs if you represent *as your own work* any material that was obtained from another source, regardless how or where you acquired it.

- Plagiarism can occur with *all* types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, and other forms of expression. (See [Section 11-802\(d\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of plagiarism.)
- Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.
- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment *or* a draft that is being submitted to an instructor for review, comments, and/or approval.

Using *verbatim* material (e.g., exact words) without proper attribution (or credit) constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as *ideas* drawn from an original source or even its *structure* (e.g., sentence construction or line of argument).

- Improper or insufficient paraphrasing often accounts for this type of plagiarism. (See additional information on [paraphrasing](#).)

Plagiarism can be committed intentionally *or* unintentionally.

- Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless why that occurred, and any such conduct violates accepted standards of academic integrity.
- Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.
- But some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result of sloppy notetaking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to cite sources accurately, you are much more likely to commit this violation. Avoiding that outcome requires, at a minimum, a clear understanding of plagiarism *and* the appropriate techniques for scholarly attribution. (See related information on [paraphrasing](#); [notetaking and proofreading](#); and [acknowledging and citing sources](#).)

By merely changing a few words or rearranging several words or sentences, you are *not* paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.

- Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized. (See additional information on [paraphrasing](#).)

Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own *and* which originated with other sources.

- That cannot be accomplished without proper attribution. You must give credit where it is due, acknowledging the sources of any borrowed passages, ideas, or other types of materials, and enclosing any verbatim excerpts with quotation marks (using block indentation for longer passages).

Plagiarism & Unauthorized Collaboration

[Plagiarism](#) and [unauthorized collaboration](#) are often committed jointly.

By submitting *as your own work* any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports *and* then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

Multiple Submissions

Submitting the same paper (or other type of assignment) for two courses *without prior approval* represents another form of academic dishonesty.

You may not submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s). (See [Section 11-802\(b\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of scholastic dishonesty.)

You may, however, re-work or supplement previous work on a topic with the instructor's approval.

Some students mistakenly assume that they are entitled to submit the same paper (or other assignment) for two (or more) classes simply because they authored the original work.

Unfortunately, students with this viewpoint tend to overlook the relevant ethical and academic issues, focusing instead on their own "authorship" of the original material and personal interest in receiving essentially double credit for a single effort.

Unauthorized multiple submissions are inherently deceptive. After all, an instructor reasonably assumes that any completed assignments being submitted for credit were actually prepared for that course. Mindful of that assumption, students who "recycle" their own papers from one course to another make an effort to convey that impression. For instance, a student may revise the original title page or imply through some other means that he or she wrote the paper for that particular course, sometimes to the extent of discussing

a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.

The issue of plagiarism is also relevant. If, for example, you previously prepared a paper for one course and then submit it for credit in another course without citing the initial work, you are committing plagiarism—essentially "self-plagiarism"—the term used by some institutions. Recall the broad scope of [plagiarism](#): all types of materials can be plagiarized, including unpublished works, even papers you previously wrote.

Another problem concerns the resulting "unfair academic advantage" that is specifically referenced in the University's definition of scholastic dishonesty. If you submit a paper for one course that you prepared and submitted for another class, you are simply better situated to devote more time and energy toward fulfilling other requirements for the subsequent course than would be available to classmates who are completing all course requirements during that semester. In effect, you would be gaining an unfair academic advantage, which constitutes academic dishonesty as it is defined on this campus.

Some students, of course, do recognize one or more of these ethical issues, but still refrain from citing their authorship of prior papers to avoid earning reduced (or zero) credit for the same works in other classes. That underlying motivation further illustrates the deceptive nature of unauthorized multiple submissions.

An additional issue concerns the problematic minimal efforts involved in "recycling" papers (or other prepared assignments). Exerting minimal effort basically undercuts the curricular objectives associated with a particular assignment and the course itself. Likewise, the practice of "recycling" papers subverts important learning goals for individual degree programs and higher education in general, such as the mastery of specific skills that students should acquire and develop in preparing written assignments. This demanding but necessary process is somewhat analogous to the required regimen of athletes, like the numerous laps and other repetitive training exercises that runners must successfully complete to prepare adequately for a marathon.