

Master's Level Education in Business Marketing: Quo Vadis?

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ABSTRACT. Given the paucity of knowledge on the state of business marketing education at the master's level, we conducted an exploratory survey of instructors at selected universities in North America and Europe. We supplemented results from this survey with discussions with our colleagues who teach business marketing at the master's level, and a review of articles on master's level programs.

Through our investigations, we discovered that there is a shortage of management cases that address contemporary issues in business marketing. We learned that nearly half of survey participants do not use a textbook and that the remaining participants use a wide variety of textbooks. We observed that many instructors still teach business marketing courses from a traditional functional perspective. Instead, we believe that business marketing courses must address a host of emerging issues such as value and its assessment, business process reengi-

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neering, global marketing, working relationships and business networks, and cross-functional coordination issues, among other things.

We believe that scholars can rejuvenate the discipline by tailoring business marketing courses to the new generation of accelerated master's programs, by creating a network for sharing information on new cases and teaching materials, and by writing more relevant and timely business marketing cases. Finally, we believe that the time is right for a faculty consortium on teaching business marketing. [Article copies available for a fee from The Haworth Document Delivery Service: 1-800-342-9678. E-mail address: getinfo@haworthpressinc.com]

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The decade of the 1990s has brought considerable changes to master's level programs in business worldwide.¹ In the United States (U.S.), a record 93,437 students earned a master's level degree in 1994; however, the rate of enrollment in programs has slowed appreciably since then (*Digest of Education Statistics 1996*; *The MBA Newsletter 1997*). Moreover, many universities have reengineered their programs to address such topical areas as cross-functional teams, international business, high technology, entrepreneurship, and ethics (O'Reilly 1994). In Canada, while enrollments in full-time master's programs have declined, those in executive programs have soared (*The MBA Newsletter 1997*). Responding to market trends, many Canadian schools have reduced program length to between one year and sixteen months and sought to distinguish themselves through specialization by company, by industry, or by topical area (Carpenter 1996).

In Europe, there has been an explosion in the number of universities offering master's programs. As in Canada, European programs tend to run one year in length and specialize in industries or topical areas. However, European master's programs tend to be more varied than their North American counterparts, spanning the range from professional degree programs to vocational training (McClenahan, Bredin, and Clark 1995). Furthermore, Europeans prefer "modular" programs where students intersperse periods of time in-residence at the university with stints at work to give them the opportunity to apply what they've learned.

In Asia, with the exception of Japan, universities are chartering new master's level programs rapidly to absorb skyrocketing demand for

management degrees. The challenge these schools face is to legitimize their degrees; that is, demonstrate that they are on a par with those in North America and Europe (McClenahan, Bredin, and Clark 1995). In Japan, only a handful of master's programs exist as companies continue to prefer in-house training. When Japanese managers decide to pursue a master's degree abroad, they do so to establish global contacts and to learn about emerging practices (McClenahan, Bredin, and Clark 1995).

Although pundits and scholars have written hundreds of articles about the global changes in master's level pedagogy, they have described next to nothing about the impact these trends are having at the functional level. For example, while we know that 678 individuals received a master's of science degree in marketing in the U.S. in 1994, we do not know how many received a master's degree (e.g., MBA) with a concentration in marketing (*Digest of Education Statistics 1996*).² *Business Week* tells us that U.S. recruiters find their best marketing graduates in these master's programs in order: Northwestern, Vanderbilt, Michigan, Harvard, Indiana, UCLA, Columbia, Wharton, Dartmouth, and Stanford (Byrne, Leonardt, Bongiorno, and Jespersen 1996). And, the *Princeton Review Student Advantage* reports that the top master's programs where "students develop strong marketing skills" include: Babson, Georgetown, Northwestern, Maryland, Berkeley, Thunderbird, Virginia, Wake Forest, Emory, and Arizona (Gilbert 1996). Beyond this modicum of information, little is known about master's level education in marketing let alone business marketing.

In response to the global changes and absence of published information, the editor of the *Journal of Business-to-Business Marketing* (JBBM) asked us to examine the state of master's level pedagogy in business marketing. We intend to contribute to knowledge of business marketing in several ways. First, we try to estimate the number of business-marketing courses universities offered in the United States. Second, through exploratory research in North America and Europe, we gain some understanding of those topics that graduate-level instructors cover in their business marketing courses, and the teaching materials (textbooks and cases) that educators commonly use in those courses. Finally, drawing on these findings and discussions with business marketing colleagues, we offer some recommendations for improving the quality of business marketing education.

METHODOLOGY

Early on in the process, we decided to conduct an exploratory survey of instructors who teach business marketing at the master's level at selected universities in North America and Europe. Immediately, we encountered difficulties due to the fact that no mailing lists of graduate business schools that offer business-marketing courses or instructors who teach those courses at the master's level exist. Therefore, we had to identify and qualify potential research participants before we could send them a questionnaire to complete.

Research Procedure

We enlisted the help of three graduate assistants. They began by gathering the names of the top 50 master's programs in the U.S. from the *Business Week Guide to the Best MBA Programs* (1997). Then they identified 75 academics on the membership roster of the American Marketing Association's (AMA) Business-to-Business Marketing Special Interest Group (B2B SIG). To generate a list of graduate-level business schools in Canada and Europe, they turned to *Bricker's International Directory* (1996) and *Which MBA? A Critical Guide to the Best Business Schools Outside the United States* (1995). They identified 50 international schools in this manner.

The graduate assistants compared the universities listed on the Business Week guide, the B2B SIG membership roster, and the international directories and eliminated redundancies. Thus, they reduced the number of universities considered to approximately 120. At this point, the graduate assistants telephoned the marketing departments of each of the listed universities to obtain the names, addresses, telephone and fax numbers of instructors who taught business or industrial marketing. In the process, they eliminated approximately 50 universities from consideration because these schools do not offer a course in business or industrial marketing at the master's level.

To solicit participation in our study, the graduate assistants telephoned the North American and European scholars. They read the following script:

Greetings from [city]! We are doing a study on graduate education in business or industrial marketing, which we will publish in a special issue of the *Journal of Business-to-Business Marketing*.

We need your help in this, and as an incentive to participate, we will share the results of this study with you. As an example, we will share with you the names of those cases considered to be the best for the various topics in business or industrial marketing.

The survey is one page in length, and will take about 5 minutes of your time to complete.

Will you contribute to a better understanding of graduate education in business or industrial marketing by participating in this study?

Great! What method of completing the survey do you prefer: e-mail, fax, or the mail?

Thank you for your assistance!

A total of 48 North American and 15 European instructors agreed to participate in the study. Five scholars did not return student telephone calls. The graduate assistants e-mailed, faxed, or mailed these instructors a copy of a brief questionnaire. That questionnaire addressed the three potential research contributions we posed above in the introduction. We include a copy of that questionnaire as Appendix 1. Thirty-two educators from North America and six from Europe completed and returned the questionnaire for response rates of 67% and 40%, respectively. We list the participating schools in Appendix 2. Due to the small sample size and potential lack of representativeness, we consider this to be a *convenience sample* (Kotler 1997).

The graduate assistants report that the process was both time-consuming and difficult. Many marketing department receptionists neither knew what courses their schools offered nor what instructors taught which courses. The assistants had a difficult time reaching instructors while they were in their offices. Often, professors did not return voice mail messages. Several educators lost or misplaced questionnaires and the assistants had to send duplicates. Others told the graduate assistants by telephone that they were too busy to complete the questionnaire. Internationally, the graduate students found the differences in time zones as well as language to be major obstacles.

To gain a better estimate of the number of U.S. universities that offer business marketing courses at the master's level, the students next turned to the Internet. They visited the home page of the "AACSB—The International Association for Management Education" (AACSB) and obtained a listing of some 335 programs in business

that the AACSB has accredited. In turn, they visited the home pages of each of those 335 programs and searched for a listing of elective courses. We summarize their findings in Appendix 3. Through this procedure, they were able to identify 70 U.S. universities that offer courses in business marketing, business-to-business marketing, or industrial marketing at the master's level.³ Thus, respondents in our telephone and fax survey represent approximately 46% of these universities (i.e., 32/70).

Research Analyses

The six questions on our survey instrument gathered data from research participants on each of the following topics:

- the number of sections of business marketing each school offered and the number of students who enrolled in each course during the 1996-97 school year,
- the number of sections offered and students enrolled the previous year,
- the reasons for any changes in the number of sections and students,
- the textbook, if any, that instructors required,
- the top five topics the professors covered, and
- the five best cases that educators presented during the course.

For each of the six questions, we prepared frequency counts and percentages by response categories. We created a table of cases by topic areas.

RESULTS

At the 38 universities in our study, approximately 1,747 students took master's level business marketing during the 1996-97 school year. That was an increase of 111 students from 1994-95. The 38 universities offered 48 sections of business marketing in 1996-97. Twenty-two of the 38 schools provided one section of business marketing each year. During the 1996-97 school year, four universities eliminated one section and one school deleted two sections of business

marketing, while eight programs added one section. Research participants cited the availability of faculty members who were willing and able to teach the course as the predominant reason for adding or deleting sections of business marketing. Class sizes varied widely between 4 to 120 students per session.

Seventeen of the research participants do not use a textbook or casebook. Six require Hutt and Speh (1995), four Webster (1995), three Corey (1991), and three Rangan, Shapiro, and Moriarty (1995). The remaining educators use other undergraduate business-marketing textbooks or casebooks.

Instructors cover a wide range of topical areas in their courses. Educators in our convenience sample cited these topics most frequently: pricing which 39% of research participants mentioned; segmentation, targeting, and positioning (32%); channels (32%); marketing strategy and market entry (23%); new product development (23%); physical distribution (19%); and sales force management (19%).⁴ We list all the topic areas that instructors reported in Figure 1. Few instructors reported popular management issues, such as business process reengineering, value and its assessment, supply chain management, cross-functional teams, international business marketing, relationship management and business networks, high technology, negotiations, information systems, and the management of professional services, among the five most important topics they cover in their courses.

Professors rely on an extensive variety of business-marketing cases. Among the cases research participants cited as the five best they used were: Cumberland Metal Industries which 30% of research participants mentioned, Becton Dickinson & Company (22%), Signode Industries (19%), Ingersoll-Rand (19%), Fabtek (13%), Rohm & Haas (13%), and Sealed Air Corporation (13%). In Figure 2, we summarize cases by topic areas. Overall, we found that many of the cases that instructors consider as their best were over ten years old. In addition, we noted that many of these cases came from traditional and mature manufacturing-industries that reflect the discipline's origin as *industrial marketing*.

DISCUSSION

Based on our exploratory research, discussions with colleagues who teach business marketing, and a review of articles on master's level

FIGURE 1. Business Marketing Topical Areas

<u>Topical Areas</u>	<u>% Respondents</u>
Organizational Buying Behavior	65%
Pricing	39%
Segmentation, Targeting, & Positioning	32%
Channels Management	32%
Marketing Strategy and Market Entry	23%
New Product Development	23%
Physical Distribution	19%
Sales Force Management	19%
Marketing Communications	16%
Relationship Management	16%
Product and Brand Management	13%
Strategic Alliances	9%
Business Planning	9%
High Technology Management	9%
International Marketing	9%
Market Research	9%
Supply Chain Management	9%
Personal Selling	6%
Key Account Management	6%
Demand Analysis	6%
Marketing Mix	6%
Measuring Performance	6%
Negotiations	6%
Opportunity Analysis	6%
Purchasing Management	6%
Value Assessment	6%
Commoditization	3%
Competitive Analysis	3%
Differences between Consumer and Industrial Marketing	3%
Cost Accounting	3%
Customer Service	3%
Functional Integration	3%
Integrated Marketing Communications	3%
Interactive Marketing	3%
Life Cycle Analysis	3%
Loyalty, Bonding, and Commitment	3%
Manufacturing and Marketing Interface	3%
Marketing Implementation and Control	3%
Role of Information Technology and the Internet	3%
Trade Shows	3%
Industrial Services	3%
Sources of Competitive Advantage	3%
Timing	3%
Value Chain Participation	3%

Note: Percentages are based on 38 respondents.

FIGURE 2. Cases by Topical Area

<u>Topical Area</u>	<u>Case Name</u>	<u>Source</u>
Buyer Behavior	Charlestown Chemical, Inc.	HBS 9-590-024
	Dominion Motors & Controls Ltd.	HBS 9-589-115
	Gervasi Brothers, Inc.	Corey Casebook
	High-Tech vs. Low-Tech Marketing	HBS 9-588-012
	The Brownie Factory	Hutt & Speh Text
Channel Management	Alloy Rods Corporation	HBS 9-586-046
	Atlas-Copco (A)	HBS 9-588-004
	Brand Pipe Company	Hutt & Speh Text
	Computervision-Japan (A)	HBS 9-591-097
	Goodyear: The Aquatred Launch	HBS 9-594-106
	Ingersoll-Rand (A)	HBS 9-589-121
	MathSoft, Inc. (A)	HBS 9-593-095
	Peripheral Products Company	HBS 9-586-124
	Pizza Hut, Inc.	HBS 9-588-011
	RCI Master Distributor	HBS 9-595-001
	S. C. Johnson & Sons, Ltd.	Ivey School 9-83-A020
San Fabian Supply Company	HBS 9-582-104	
High Tech Marketing	California Vision Tools	HBR 95611
	GenRad, Inc. (A)	HBS 9-592-045
	GenRad, Inc. (B)	HBS 9-593-005
	Genzyme Corporation	HBS 9-793-120
	Kenics Corporation	HBS 9-574-036
Internet Marketing	Open Market (A)	HBS 9-195-205
Market Research	Clark Materials Handling	HBS 9-590-081
	MCI Telecommunications (C)	HBS 9-585-097
	Xerox Customer Satisfaction Program	HBS 9-594-109
Market Strategy	FedEx versus UPS	Darden School
	Howard, Shea & Chan Asset Management (A)	HBS 9-597-021
	Millipore Corporate Strategy	HBS 9-594-009
	Orbital Sciences Corporation	HBS 9-594-071
	Sunrise Medical, Inc.	HBS 9-794-069
Marketing Communications	BASF Corporate Advertising	HBS 9-593-021
	DuPont Corporate Advertising	HBS 9-593-023
	Siemens Corporate Advertising	HBS 9-593-022

FIGURE 2 (continued)

<u>Topical Area</u>	<u>Case Name</u>	<u>Source</u>
Negotiations	Amicon Corporation (B)	HBS 9-579-094
	Becton Dickinson & Company: Vacutainer Systems Division	HBS 9-592-037
	Cumberland Metal Industries (A)	HBS 9-578-170
	Hi Tech Industries (A)	Corey Casebook
New Product Realization	Amicon Corporation (A)	HBS 9-579-093
	MCI Vision (A)	HBS 9-594-057
	Monsanto Provita	Tuck School
	Ring Medical	HBS 9-589-046
	Rohm & Haas (A)	HBS 9-587-055
	Sealed Air Corporation	HBS 9-582-103
Silicon Graphics, Inc.	HBS 9-695-061	
Pricing	Avon Company	HBS 9-590-022
	Clark Equipment	Clarke Text
	Computron, Inc.	HBS 9-579-031
	Cumberland Metal Industries: Engineered Products Division	HBS 9-580-104
	Deere & Company	HBS 9-577-112
	DHL Worldwide Express	HBS 9-593-011
	Mason Instruments, Inc. (A)	HBS 9-587-041
	Optical Distortion, Inc. (A)	HBS 9-575-072
	Pricing Policies for New Products	HBR 76604
Product Line and Brand Management	Hewlett-Packard Imaging Systems	HBS 9-593-080
	Intel Corporation	HBS 9-593-096
	Loctite Corporation	HBS 9-581-066
	SaleSoft, Inc.	HBS 9-596-112
	Sun Microsystems	Hutt & Speh Text
	Titanium Industries, Inc. (A)	Corey Casebook
Zantac	INSEAD	
Relationship Management and Strategic Alliances	BOSE Corp.: JIT II® Program (A)	HBS 9-694-001
	Cybercash, Inc.	Darden School
	Fabtek (A)	HBS 9-669-004
	General Electric Plastics	HBS 9-991-029
	General Motors' Asian Alliances	HBS 9-388-094
	The Lopez Affair	Tuck School
Peak Electronics	HBS 9-594-006	

FIGURE 2 (continued)

<u>Topical Area</u>	<u>Case Name</u>	<u>Source</u>
Sales Force Management and Organization	Applicon, Inc.	HBS 9-582-010
	Becton Dickinson: Multidivisional Marketing Programs	HBS 9-594-060
	BOC Group: Ohmeda (A)	HBS 9-587-080
	Computer Devices, Inc.	HBS 9-581-146
	Duraplast, Inc.	Goizueta School
	MCI National Accounts Program	HBS 9-587-116
Segmentation, Targeting, and Positioning	Alto Chemicals Europe (A)	IMD 587-001-2
	Barco Projection Systems (A)	HBS 9-591-133
	Dell Computer Corporation	HBS 9-596-058
	Harper Chemical Company	HBS 9-590-027
	MacTec Control AB	Hutt & Speh Text
	Microsoft Corporation: Introduction of Microsoft Works	HBS 9-588-028
	Norton Group PLC (A)	HBS 9-589-013
	SAS	HBS 9-487-041
	Southwestern Ohio Steel	Hutt & Speh Text
	Signode Industries (A)	HBS 9-586-059
Service Offerings	IBM After-Sales Service	HBS 9-693-001
	MCI Telecommunications (B)	HBS 9-582-108
	The Introduction of Microsoft Product Support Network	Kellogg School

Case Publishers

HBS = Harvard Business School Publishing

HBR = Harvard Business Review

Darden School = Darden Graduate School of Business Administration, University of Virginia

Goizueta School = Roberto Goizueta School of Business, Emory University

IMD = International Institute for Management Development (IMEDE), Lausanne, Switzerland

INSEAD = European Institute of Business Administration, Fontainebleau, France

Ivey School = Richard Ivey School of Business, University of Western Ontario

Kellogg School = J.L. Kellogg Graduate School of Management, Northwestern University

Tuck School = Amos Tuck School of Business, Dartmouth College

management education, we believe that three challenges and opportunities confront business marketing education at the master's level. First, significant changes are occurring in the format and structure of master's programs worldwide that will have a profound impact on the number and frequency of business-marketing courses offered. Second, there is a shortage of relevant and timely master's level teaching

materials, including cases and textbooks. Third, although the academic business-marketing community is relatively small, it has not created an effective mechanism or network for disseminating information on teaching topics, materials, and practices. We next evaluate each insight in detail and propose solutions.

Promoting Growth in Business Marketing Education

In our opinion, the preponderance of accelerated master's programs in Europe and Canada, and the increase in lock-step, integrated general management, and executive programs in the U.S. and elsewhere poses a threat to potential growth in the number of business marketing courses. The only place that there seems to be a significant opportunity to expand the number of business marketing sections are in two-year, full-time master's programs in the U.S., where most students still concentrate in one or more functional disciplines during their second year of studies. Based on our research results, however, schools that fit this latter category often find that they have no one who is willing or able to teach business marketing.

There are several steps that the business marketing community can take to capitalize on the evolving format and structure of master's programs. To begin with, scholars and administrators need to re-think the role of business marketing in their school's curriculum. They need to challenge the assumption at many universities that core marketing management should be taught from the perspective of consumer product marketing. At the same time, they need to find ways to integrate key business marketing paradigms into master's students' core courses. For example, scholars might propose that student teams conduct a value assessment project or design a customer-supplier partnership program during their first year of study. Alternatively, they might convince schools to include business-marketing topics such as organizational buyer behavior, inter-firm negotiations, and value assessment into the first-year integrated-core curricula.

Looking to elective courses, instructors must adapt their business marketing courses into the new breed of accelerated programs. For instance, they must adapt semester-length business marketing courses into quarter, half-semester, or module formats.

Reducing the Shortage of Master's Level Teaching Materials

Clearly, as the field of *industrial marketing* evolves into *business marketing*, scholars must rely more heavily on cases from emerging or growing industries such as professional services and high technology. Unfortunately, few scholars listed such cases as their five best in our convenience sample. Furthermore, we found few "teaching cases in print" that take place in these industries. For example, Howard, Shea and Chan Asset Management is one of the few cases we identified that explores professional services or financial services industries. And, there are not many cases such as the Introduction of Microsoft's Product Support Network that cover support services that firms use to augment their offerings.

Based on discussions with colleagues, we attribute the shortage of relevant and timely teaching cases to the fact that few major institutions, with the notable exceptions of the Harvard Business School and the Darden Graduate School, actively encourage scholars to research and write teaching cases. And, few major universities, in their quest for higher rankings, reward faculty members for producing teaching-cases on a par with refereed articles that appear in the leading academic journals.

Compounding this lack of reward and encouragement is the fact that when educators do write cases, they discover that there are few outlets for publishing them. Two journals that publish cases include the *Case Research Journal*, which accepts teaching cases, and *Industrial Marketing Management*, which reports research cases. Without case journals to turn to, it is not at all surprising to us to learn that many of our colleagues have a difficult time learning about useful business marketing cases.

For scholars to research and write more timely and relevant business marketing cases, additional marketing journals such as *Journal of Business-to-Business Marketing* must encourage scholars to submit case studies. Importantly, these journals should subject the cases to a blind review process and grant cases equivalent status to other forms of empirical work. The journals should publish accepted cases side-by-side with empirical and conceptual articles. Lastly, the key incentive for case writing will come when more universities accept refereed cases as valid and significant indicators of scholarly achievement in the tenure and promotion process.

In addition to the shortage of relevant and timely cases, we believe that the absence of a widely-used, authoritative, and innovative master's level textbook leads to a reluctance on the part of educators and their schools to offer a course in business marketing. Without the structure that a textbook and its support materials provide, inexperienced instructors are not likely to feel comfortable teaching the class. Based upon a review of business marketing textbooks on the market, we also observed that most take a more traditional and functional approach to business marketing. Among the topics we found frequently omitted from available business marketing textbooks were value and its assessment, business process reengineering, global marketing, working relationships and business markets, and cross-functional cooperation, along with many other contemporary issues.

Building a Business-Marketing Educators' Network

The difficulties we encountered identifying schools that offer and instructors that teach business marketing point to a paradox. Although the business marketing community is relatively small, it is extremely difficult to know who is a member at any one point in time and to communicate with them.⁵ Clearly, the discipline must develop a mechanism for exchanging information on teaching materials, course topics, and research activities. Emerging technologies may provide a solution. For example, an organization such as the Institute for the Study of Business Markets (ISBM) might create a website and chat-room on the Internet that enables scholars to learn about cases and to exchange their experiences in teaching those cases.

While technology may enable the rapid dissemination of business marketing information, we believe that the business marketing community as a whole must assemble to share teaching experiences face-to-face. Thus, we call for the AMA's B2B SIG, in conjunction with business marketing groups such as the ISBM, to sponsor a faculty consortium on business marketing. The purpose of the consortium would be to instruct participants on the techniques of teaching business marketing and to make them aware of extant cases and teaching materials. Those attending the sessions would also brainstorm new methods for integrating contemporary business marketing topics into accelerated master's programs and for transforming semester length courses into shorter versions. Organizers should also use the consor-

tium to forge a permanent network of scholars who can keep each other abreast of developments in the field.

CONCLUSION

We have examined the impact that recent and global changes in master's level programs have had on business marketing pedagogy. Our exploratory research suggests that the number of sections of business marketing courses and student enrollments in those courses has remained steady in the past two years. We observed that the increase or decrease in the number of sections of the course offered at a university appears to be related to the availability of faculty members who are willing and interested in teaching the course. We found no widely used textbook on the subject. Similarly, we noted that a limited number of relevant and timely business marketing cases exist. Furthermore, survey respondents' best cases tend to be ten or more years old and come from more traditional, mature, and manufacturing-based industries. As for topical areas covered in business marketing courses, we found that instructors still take a functional perspective.

To rejuvenate the discipline, we offer several recommendations. First, educators must find ways to integrate business-marketing paradigms into newly re-engineered master's level programs and to translate semester-length business marketing courses into shorter, accelerated versions. Second, scholars must write business-marketing cases that reflect contemporary management thinking and topics. Finally, the business marketing community must develop mechanisms or networks to rapidly disseminate information about developments in the discipline.

ENDNOTES

1. In recognition of the fact that universities offer a variety of graduate-level degrees in management including Master's of Business Administration (MBA), Master's of Management (MM), Master's of Marketing Research (MMR), among others, we will use the more general phrase, "master's level" degree programs.

2. The U.S. government does not track the number of students who concentrate in marketing.

3. As Appendix 3 specifies, 85 schools do not list elective course offering on their home pages; so, additional U.S. universities may provide courses in business marketing.

4. The most frequently mentioned topic was organizational behavior (65%). However, to exemplify what we meant by topics, we listed organizational behavior on our questionnaire. We acknowledge that this "prompt" may have encouraged research participants to cite organizational behavior.

5. As an indicator of community size, we point to the fact that although approximately 3,000 college professors were members of the AMA at the time we wrote this paper, only 75 were members of the AMA's B2B SIG. And, those 75 had the option of registering for two additional SIGs.

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APPENDIX 1

Questionnaire

Study of Graduate Education in Business Marketing

1. How many sections of a master's level course in business or industrial marketing is your department offering during the 1996-97 academic year? What is the typical enrollment per section?

_____ section(s) during 1996-97 _____ students per section during 1996-97

2. How many sections of a master's level course in business or industrial marketing did your department offer two years ago, during the 1994-95 academic year? What was the typical enrollment per section?

_____ section(s) during 1994-95 _____ students per section during 1994-95

3. If there has been a change between 1994-95 and 1996-97, what is the explanation?

4. Is there a required textbook for this course? _____ No _____ Yes
 If "Yes," please give the title and author(s):

5. What **five topics** do you cover in this course (e.g., organizational buying behavior) that you consider to be the **most important**? [Please also attach or send a course syllabus.]

1. _____ 4. _____
 2. _____ 5. _____
 3. _____

6. What do you consider to be the **five best cases** that you presently use? Please also indicate the source of the case (e.g., HBS), and the topic for which you use it?

	Case name	Case source	Topic
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

Thanks for your participation! Would you like a summary of our study results?
 _____ Yes _____ No

Please return the questionnaire by e-mail, fax, or mail.

APPENDIX 2

Participating Schools and Universities

North America:

<u>School</u>	<u>University</u>
Graduate School of Business	Boston University
Skaggs Institute of Retail Management	Brigham Young University
Graduate School of Industrial Administration	Carnegie Mellon University
Amos Tuck School of Business	Dartmouth College
Roberto Goizueta Business School	Emory University
School of Business	Fairfield University
Graduate School of Business Administration	Fordham University
Harvard Business School	Harvard University
Department of Business Administration	Illinois Benedictine College
Sloan School of Management	M.I.T.
J.L. Kellogg Graduate School of Management	Northwestern University
Krannert Graduate School of Management	Purdue University
Lally School of Management and Technology	Rensselaer Polytechnic Institute
Cox School of Business	Southern Methodist University
College of Business Administration	Texas A&M International University
A.B. Freeman School of Business	Tulane University
College of Business Administration	University of Akron
Haas School of Business	University of California, Berkeley
Graduate School of Business	University of Chicago
Barney School of Business and Public Administration	University of Hartford
College of Business and Management	University of Maryland
College of Management	University of Massachusetts at Boston
The Michigan Business School	University of Michigan
College of Business and Public Administration	University of Missouri, Columbia
Kenan-Flagler Business School	University of North Carolina at Chapel Hill
The Wharton School	University of Pennsylvania
Katz Graduate School of Business	University of Pittsburgh
College of Business Administration	University of Toledo
Darden Graduate School of Business Administration	University of Virginia
School of Business	University of Wisconsin at Eau Claire
Babcock Graduate School of Management	Wake Forest University
Haworth College of Business	Western Michigan University

APPENDIX 2 (continued)

Europe:**School**

Institute of Marketing

Rotterdam School of Management

School of Business

Department of Applied Economics
The Otto Beisheim Graduate School

London Business School

UniversityCopenhagen Business School,
DenmarkErasmus Universiteit,
The NetherlandsIESE, Instituto de Estudios
Superiores de la Empresa,
SpainKatholieke Universiteit, Belgium
Koblenz School of Corporate
Management, Germany

APPENDIX 3

Number of U.S. Universities that List Business Marketing as an Elective Course on Their Home Pages*

		Business Marketing Offered at the Master's Level		total
		No	Yes	
Business Marketing Offered at Undergraduate Level	No	134	26	160
	Yes	46	44	90
total		180	70	250

*Note: Some 85 U.S. universities the AACSB has accredited do not post their elective courses on their home pages.

