

Teaching Guide for

Marketing Evolution in an AI Era

This book was written to be useful, not merely agreeable. It is meant to help marketing professionals make sense of a changing environment and then do something with that understanding. That makes it well suited for classroom discussion, executive education, internal team workshops, book clubs, and strategy offsites.

If you are using this book with a group, the simplest way to think about it is this: the book is not really about AI as a tool. It is about how AI changes the conditions under which marketing operates. The central argument is that B2B marketing now has to do three things exceptionally well. It has to shape how the market summarizes the company. It has to make trust fast to verify. And it has to turn execution into a repeatable system.

That makes the book useful in more than one kind of setting. In an academic course, it can support discussion about changing market structure, buyer behavior, digital strategy, and modern go-to-market design. In executive education, it works as a practical lens for evaluating a company's current approach to messaging, demand creation, trust-building, and operating discipline. In a team setting, it can function as a shared framework for diagnosing where the current marketing motion is breaking down and what needs to change first.

The material below is designed to reduce adoption friction. That matters because friction is usually the real barrier. Most instructors, facilitators, and team leaders are not short on ideas. They are short on time. When the discussion prompts, assignments, and module structure already exist, it becomes much easier to use the book in a serious way.

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Chapter 1 – The Market Changed Before Most Teams Did

Discussion questions

1. What are the biggest differences between the old B2B marketing environment and the AI-shaped environment described in this chapter?
2. Which of the three shifts — discovery, production, or trust — is likely to have the biggest impact on your organization, and why?
3. Where do you still see teams acting as if volume alone is a durable advantage?
4. How has AI changed what buyers expect before they ever speak to sales?
5. What signals would tell a marketing leader that their current playbook is becoming outdated?

Sample assignment

Write a short memo analyzing one company in your market. Identify where its marketing still reflects the old model and where it appears adapted to the AI era. Recommend two strategic changes.

How to use this in a 2-week module

In week one, assign the chapter along with two company websites for comparison. In class, have students map the old model versus the emerging model. In week two, run a discussion on whether AI is mostly changing tactics or changing market structure. End with a short written reflection on what “strategic consequence” means in practice for marketing leaders.

Chapter 2 – From Content Factory to Credibility Engine

Discussion questions

1. What does it mean to say that marketing has shifted from a content factory to a credibility engine?
2. Why is “be believed” now as important as “be seen”?

3. What kinds of marketing assets are becoming commoditized, and which are becoming more valuable?
4. How should a team distinguish between content that fills a calendar and content that helps a buyer make a decision?
5. What does repeatability look like in a high-performing marketing organization?

Sample assignment

Audit a company's last ten marketing assets and sort them into two groups: "attention assets" and "decision assets." Then write a short critique of the balance.

How to use this in a 2-week module

Use the first week to explore how AI changes the economics of production. Use the second week to ask students to redesign a company content mix around proof, clarity, and buyer usefulness rather than pure output volume. A strong classroom exercise is to debate whether "more content" is still a strategy or just a habit.

Chapter 3 – Discovery Moved

Discussion questions

1. How does the move from search-driven discovery to AI-mediated discovery change the job of marketing?
2. What does it mean for a narrative to "survive summarization"?
3. Why do vague messaging and all-in-one claims perform poorly in AI-shaped discovery environments?
4. What are the practical implications of trying to shape the summary before the buyer reaches the homepage?
5. How should a company decide what category language and claims are simple enough to be repeated accurately?

Sample assignment

Choose a B2B company and write the AI-generated summary you think a buyer should ideally receive about it. Then compare that to the company's actual homepage and product copy. Identify the gaps.

How to use this in a 2-week module

In week one, have students study how AI assistants summarize different vendors in a category. In week two, ask them to rewrite category language, use-case framing, and core positioning for one company so it is easier to summarize, compare, and verify. This works especially well in a group workshop format.

Chapter 4 – Trust Is the New Growth Channel

Discussion questions

1. Why do deals often die because they feel risky rather than because the product looks weak?
2. How do time-to-value risk, political risk, and trust risk show up in real buying processes?
3. What makes an offer feel safer to adopt?
4. How does trust function like a growth lever rather than just a brand attribute?
5. What should marketing own in the trust-building process versus what should be owned by product, security, or sales?

Sample assignment

Pick one B2B offer and redesign it to reduce time-to-value risk, political risk, and trust risk. Present your revised version with a short justification.

How to use this in a 2-week module

In the first week, teach trust as a buying accelerator rather than a soft concept. In the second week, ask students to break down a buying decision into the risks a

committee is trying to avoid. Then have them propose specific marketing assets that reduce each kind of risk.

Chapter 5 – Verification Beats Persuasion

Discussion questions

1. Why are committees more influenced by verification than by persuasion alone?
2. What are the core elements of the Trust Stack, and how do they work together?
3. What specific questions do buyers need answered early in order to feel safe moving forward?
4. How does early visibility into implementation and security change stage velocity?
5. Where do most companies still rely too heavily on persuasion when they should be enabling verification?

Sample assignment

Create a “verification path” for a hypothetical buyer. Show what information they need at each stage to answer these questions: Is it real? Is it safe? Will it work here? Can I defend this internally?

How to use this in a 2-week module

Spend week one on the theory of buying committees and internal decision-making. Spend week two on a practical workshop where students map verification needs to website pages, sales materials, and proof assets. This chapter pairs well with case analysis because the ideas become very concrete under scrutiny.

Chapter 6 – Proof Should Compound Like Inventory

Discussion questions

1. Why do most companies have proof but fail to manage it like an asset base?
2. What is gained by tagging proof by persona, vertical, use case, objection, stage, and trigger?
3. How does proof inventory improve both conversion and organizational responsiveness?
4. Why does unmanaged proof create drag inside both marketing and sales?
5. What would a good proof system look like inside a modern B2B organization?

Sample assignment

Design a proof inventory model for a fictional or real company. Include categories, tagging logic, refresh rules, and three examples of how proof would be routed into campaigns or deals.

How to use this in a 2-week module

Use the first week to examine how evidence travels through the buying process. In week two, have students build a lightweight proof inventory framework and explain how it would support website content, outbound messaging, and late-stage deal support. This chapter works well for marketing operations and GTM systems classes.

Chapter 7 – Win the AI Shortlist

Discussion questions

1. What is Generative Engine Optimization, and how is it different from classic SEO?
2. What kinds of messaging patterns help a company get summarized accurately by AI systems?

3. Why do jargon-heavy copy and thin product pages create risk in the AI era?
4. How do third-party mentions, review sites, and partner content influence AI-mediated discovery?
5. What would it mean to write for both machine summarization and human verification at the same time?

Sample assignment

Run a GEO audit on one B2B company. Evaluate category language, use-case clarity, evidence, trust materials, and comparison readiness. Recommend the top five improvements.

How to use this in a 2-week module

Use week one to introduce GEO and compare it with familiar SEO frameworks. In week two, have students conduct a hands-on audit of a company's digital presence and present what changes would make it easier for AI systems to recommend the company correctly. This is one of the most practical chapters for applied coursework.

Chapter 8 – Run the Machine

Discussion questions

1. Why is the new unit of execution a reusable skill rather than a heroic one-off?
2. How do workflow, governance, and measurement work together in an AI-native marketing system?
3. What risks increase when AI speeds up production without strong controls?
4. Why are dashboards focused on activity often misleading in this environment?

5. What does a more leveraged AI-native marketing team actually look like?

Sample assignment

Create a 90-day operating plan for a marketing team adapting to the AI era. Include workflow changes, governance rules, new measurement priorities, and one team design recommendation.

One Cross-Chapter Capstone Assignment

Ask students to choose a real B2B company and evaluate it through the full framework of the book. Their project should answer five questions: how the company is likely summarized in the market, where trust friction exists, what proof assets are missing, how the website performs as a verification hub, and what operating changes would help the team become more repeatable. The final deliverable can be a short paper, presentation, or team strategy brief.

Recommended final output

The cleanest final output is a short strategy memo or presentation titled: “How this company should adapt its marketing for the AI era.”

How to use this in a 2-week module

1. In the first week, focus on operating model design: workflow, standards, and quality control.
2. In the second week, have students propose a practical implementation plan for a company transitioning from ad hoc execution to a repeatable AI-assisted system. This chapter is especially strong as a capstone because it turns the book’s ideas into management action.

Week 1: Understand the shift

Assign Chapters 1 through 4. Use class time to discuss how AI changed discovery, why content abundance changes the value of marketing work, and why trust now shows up earlier in buying decisions. A good discussion prompt is: “What does modern B2B marketing now optimize for that it did not have to optimize for before?”

Week 2: Apply the operating model

Assign Chapters 5 through 8. Focus the class on verification, proof systems, GEO, workflow, governance, and measurement. End with a practical exercise where students redesign part of a company's GTM motion using the book's framework.

Instructor Note

The reason to include discussion questions, assignments, and a module guide is simple: it lowers adoption friction. Instructors, workshop leaders, and team managers are much more likely to use a book when they do not have to invent the teaching scaffold themselves.